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OISE
BULLETIN 1979/80

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OISE Bulletin
1979/80

Graduate Degrees in Education
University of Toronto/The Ontario Institute for Studies in Education

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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Academic Calendar

1979

February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1979/80 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1979/80 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students available from this date
March 19–23	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 6	Last day of lectures, Regular Session
April 9, 10	Examinations, Regular Session
April 13	Good Friday (offices closed)
April 16	Easter Monday (office closed)
April 20	First submission date of 1978/79 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1980)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 21	Victoria Day (offices closed)

June	Spring Convocation (to be announced)
July 2	Dominion Day
July 3	Summer Session Registration
July 4	First day of lectures, Summer Session
July 6	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged
July 15	Deadline for course changes in Summer Session
August 6	Civic Holiday (offices closed, classes cancelled)
August 10	Last day of lectures, Summer Session
August 13, 14	Examinations, Summer Session
September 3	Labour Day (offices closed)
September 5	Regular Session Registration (full-time students only)
September 10	Lectures begin
September 10–13	Regular Session Registration (part-time students) 3:30 p.m.–7:00 p.m.
September 14	Fees: If Regular Session fees are not received by this date, students must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
September 30	First submission date for 1979 Summer Session course grades (final deadline for Standing Deferred grades, September 30, 1980)
September 30	Final deadline for 1978/79 first term courses with Standing Deferred grades
October 6*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 8	Thanksgiving Day (offices closed, classes cancelled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 20†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 7	Last day of lectures of first term courses
December 10, 11	Examinations in courses completed in the first term of the Regular Session

Watch these dates: check with calen
as dates below seem to be one d
off actual calendar

1980	
January 4	Courses for the second term of the Regular Session begin
January 15	Final instalment of M.A. and Ph.D. fees (without further notice)
January 21	First submission date for 1979/80 first term courses (final deadline for Standing Deferred grades, September 30, 1980)
January 21	Final deadline for 1978/79 second term and full year courses with Standing Deferred grades
January 23*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 27	Final date for registration for students beginning programs in second term
January 28	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1980/81 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1980/81 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students available from this date
March 23–27	Midwinter break in the Ontario school system

	(OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 4	Last day of lectures, Regular Session
April 7, 8	Examinations, Regular Session
April 17	Good Friday (offices closed)
April 20	Easter Monday (offices closed)
April 20	First submission date for 1979/80 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1981)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 18	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

— Easter weekend runs April 4-7.

The Board of Governors

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

(As of January 1, 1979)

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Education Officer, Supervision and Legislation Branch
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Principal, Ontario Teacher Education College – Hamilton

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JOHN GIRHINY, *B.A., M.Sc., Ph.D.*
Manager, Teacher Services, Information Systems and Records Branch, Ministry of Education
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Private citizen, Thunder Bay
ELISE GROSSBERG, *M.A.*
Chairman, Languages of Instruction Commission of Ontario
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President, Jacobs & Thompson Ltd.
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Director, William M. Mercer Ltd.

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Head, OISE Niagara Centre
MARK HOLMES, *B.A., B.Ed., Ph.D.*
Coordinator, Field Development
JOHN R. MALLEA, *M.S., Ph.D.*
Assistant Director (Academic)
MICHAEL L. SKOLNIK, *B.Phil.*
Assistant Director (Administration)

Director:
CLIFFORD C. PITT, *B.A., B.Paed., M.A., Ph.D.*

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ROBERT H. BLACKBURN, *M.S., LL.D.*
Chief Librarian

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DONALD P. KERR, *Ph.D.*
Associate Dean, Division II (including Educational Theory)
JEAN E. GORDON, *B.A.*
Secretary
VIRGINIA ACLAND, *M.P.H.*
Divisional Secretary (Educational Theory)

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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JOHN R. MALLEA, *Ph.D.*
Assistant Director (Academic)
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Assistant Director (Administration)

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Coordinator of Graduate Studies and Chairperson, University of Toronto Graduate Department of Educational Theory
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Assistant Coordinator of Graduate Studies
ANDREW EFFRAT, *Ph.D.*
Assistant Coordinator of Graduate Studies
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Registrar
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Administrative Officer
JOYCE W. WOOD
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Coordinator of Field Development
STACY CHURCHILL, *Ph.D.*
Coordinator of Research and Development Studies

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CLIFFORD M. CHRISTENSEN, *Ph.D.*
Applied Psychology
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EDWARD S. HICKCOX, *Ed.D.*
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History and Philosophy of Education
WILLIAM P. OLIVIER, *Ph.D.*
Measurement, Evaluation, and Computer Applications
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Higher Education Group Chairperson

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Head, Publication Division
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OISE Midnorthern Centre
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OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
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OISE Northeastern Centre
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OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
OISE Ottawa Valley Centre
DAVID W. BRISON, *Ed.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is charged with responsibilities both as a graduate school of education and as a research and development institute in the field of education, including activities for the dissemination of the results of educational studies. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the centre of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6500 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up five standing committees to recommend policy in the areas of budget, graduate studies, research and development, administration and communications, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairperson of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. APPLICANTS

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Admissions
Office of the Coordinator of
Graduate Studies, OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) three official transcripts (not returnable), bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;

(c) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

(d) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);

(e) at least two letters of reference to support the application (see departmental section): use forms entitled Letter to Support Application for Admission and/or Graduate Assistantships, obtainable from the Office of the Coordinator of Graduate Studies referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(g) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 16.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see pages 23 to 24). Since the first step in considering applications for an OISE Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies

admission criteria, and the OISE department wishes to recommend acceptance, it will write the student to this effect in April, but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $10 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary
School of Graduate Studies
University of Toronto
63 St. George St.
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs, and for continuing full-time study, must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1979/80 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1979 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. Please note that the later the application, the more difficult it will become to get into courses of your choice.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. APPLICANTS

Applicants must follow the procedures detailed previously under sections (1) and (2), and also (3) if full-time study is contemplated, of the subheading "M.A. and Ph.D. Applicants." The deadline is February 1, except in exceptional circumstances, for registration in the 1979/80 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1979 Summer Session. At the time of acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. It must be realized that the later the application, the more difficult it will become to gain admission to the degree program and to the preferred courses.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D.

program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

All applications must be accompanied by a $10 application fee (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS UNDERTAKING DEGREE REQUIREMENTS ON A FULL-TIME BASIS

Application forms will be available from the Office of the Coordinator of Graduate Studies and should be returned by *February 1*.

CONTINUING M.A., M.ED., AND ED.D. STUDENTS UNDERTAKING COURSE REQUIREMENTS ON A PART-TIME BASIS

The forms for the 1979 Summer Session and the 1979/80 Regular Session for part-time continuing students will be available *March 1* and must be returned before *April 1*.

This applies to courses in the first and second terms of the Regular Session. While applications for courses will be received beyond this date, no guarantee of acceptance into either the first or second choice of courses can be given for either term. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

REGISTRATION

Summer Session registration takes place on July 3. Students whose surnames begin with A through L should come between the hours of 9:30 a.m. and 12:00 noon; those whose surnames begin with M through Z should come between 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 5 from 10:00 a.m. to 1:00 p.m. Part-time students register during the first week of classes, Monday (September 10) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 7:00 p.m. for this purpose.

Please note: These specific times are set up for the convenience of both students and the Office staff. Part-time students who do not register at these times will find it exceedingly difficult to register at any other time, inasmuch as only during these four days will the Office be open after 5:00 p.m.

STUDY IN SUMMER SESSION

While *April 1* is the last date for receiving applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors. The deadline for instructors to submit grades to the OISE Office of Graduate Studies for Summer Session courses is September 30 or any time after that date until September 30 of the following year. ("Deadlines," page 18.) Final grades will be mailed to students toward the end of October. Grades cannot be released until this time.

Students may enrol for not more than two half-courses in any one Summer Session. This constitutes a full-time course load and hence the student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week could undertake one half-course if the class hours can be accommodated along with the working hours. In such a case a statement would be required from the employer regarding the hours of employment.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1979/80 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term, providing a statement is submitted by the employer regarding the hours of employment.

April 1 is the deadline for receiving applications for enrolment in these after-hours courses for continuing part-time students; this date applies to courses for both the first and second terms of the 1979/80 Regular Session. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree as described previously. Courses have been offered in Barrie, Belleville, Brantford, Hamilton, Kitchener–Waterloo, London, Niagara, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Sudbury, Timmins, and Welland.

Some of the course requirements for the M.Ed. degree must be completed through on-campus study. For details and plans concerning the courses likely to be offered at the existing off-campus centres, please consult the departmental section of this Bulletin or the course schedule or the local Field Development regional centre listed below.

Please note that it is desirable to follow the deadline dates as outlined in the previous Application for Admission section. After acceptance all off-campus students register on the first night of their class.

FIELD DEVELOPMENT

The purpose of Field Development is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Development comprises an administrative office in the OISE building in Toronto, and nine regional field centres. The office is also responsible for publication of OISE's teacher journal, *Orbit*.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But the Institute as a whole is committed to field development work and many academic departments of the Institute are heavily involved in Field Development. Field centres make an important contribution to Graduate Studies (by helping with the development of off-campus courses) and to Research and Development (through local research projects). Joint projects are increasingly common, with Field Development helping Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; examining the effect of different timetable arrangements, especially semestering; developing a series of criterion-referenced tests in reading and writing; promoting the use of paraprofessionals and parent volunteers in schools; examining leadership roles with school staffs and administrators; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

The Office of Field Development's regional field centres are listed below:

Central Ontario Centre
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 223

Midnorthern Centre
William MacMillan Public School
1050 Lonsdale Avenue
Sudbury, Ontario P3B 3X4
Telephone: 705-560-0313

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Timmins Office:
P.O. Box 1020
Timmins, Ontario P4N 7H7
Telephone: 705-267-7379

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7B 3A7
Telephone: 807-344-5764

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561

Trent Valley Centre
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Research and Development Studies has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* support for the committee which determines Institute priorities for research and development work and the procedures that determine which projects will receive internal funds; *(b)* conducting (in cooperation with the Office of Field Development) the internal review of project proposals; *(c)* negotiation of contracts and grants, and administration of externally funded projects; *(d)* administration of large projects that involve personnel from several academic departments; and *(e)* provision of information services, consultation related to external funding (including applications for student research grants and fellowships), and assistance with project design.

Students may participate, where appropriate, in both internally and externally funded projects.

A portion of available "internal" funds is reserved for small-scale projects, for which decisions are made within individual academic departments. Both staff and students may submit small-scale proposals.

The current research and development program is described in an annual publication, *Research and Development Projects in The Ontario Institute for Studies in Education.*

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development. In 1977, the section became the Franco-Ontarian Centre.

Although the Franco-Ontarian Centre

has put most of its energies into research and development, increasing priority will be given to field development (the Centre is located in the Office of Field Development) and to graduate studies. However, the graduate studies courses are few in number and no student could ordinarily undertake a program of study with the expectation that all, or even a major part of it, could be completed in French.

For the purpose of assisting French-speaking students, bilingual advisors have been identified in different academic departments. The following persons, holding cross-appointments to or employed in the Franco-Ontarian Centre, may be consulted regarding study programs: S. Churchill, Office of Research and Development; J. S. Hockley, History and Philosophy of Education; R. Lamerand, Franco-Ontarian Centre; D. W. Livingstone, Sociology in Education; L. D. McLean, Measurement, Evaluation, and Computer Applications; R. Mougeon, Franco-Ontarian Centre; E. B. Rideout, Educational Administration; and E. V. Sullivan, Applied Psychology.

Students should consult with a member of the Franco-Ontarian Centre if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Department of MECA of OISE will administer this test on the dates given below. Application forms for the test can be obtained from the MAT Officer, Department of MECA, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6 (telephone: 923-6641, ext. 462). These forms will be available four weeks before the date of each test. They should be completed and sent to the MAT Officer ten days before the test date.

Only those who have applied or are

planning to apply for admission to OISE will be eligible to write the Miller Analogies Test at the following times in 1979:

January 13	Saturday	2:00 p.m.
January 20	Saturday	2:00 p.m.
February 3	Saturday	2:00 p.m.
February 17	Saturday	2:00 p.m.
March 6	Tuesday	6:15 p.m.
April 5	Thursday	6:15 p.m.
May 8	Tuesday	2:00 p.m.
June 9	Saturday	2:00 p.m.
July 19	Thursday	5:00 p.m.
August 1	Wednesday	9:30 a.m.
November 10	Saturday	2:00 p.m.
December 1	Saturday	2:00 p.m.
December 8	Saturday	2:00 p.m.

Applicants who are unable to be present on one of these dates may apply to Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 978-3398), for permission to take this test.

Applicants not living in the Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, for the address of the nearest testing centre.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examination test centres and dates are given in the *GRE 1978–79 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

EXAMINATIONS AND GRADES

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and F, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–,B+, B, B–,or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A–	7 points
B+	6 points
B	5 points
B–	4 points

Some courses in the Department of Educational Theory are graded on a Pass or Fail basis. The computer records, however, will indicate CR for Pass and NCR for Fail in the grade column. In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the instructor and student concerning the final grade in a course are to be held at the request of either student or instructor.

At the first meeting of the course it is the instructor's responsibility to outline *(a)* course of study, *(b)* required assignments, and *(c)* basis of evaluation.

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. If a student fails in a course which is considered by the home department to be vital to the main content of the program, then the student must repeat that course in order to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent "incomplete." There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

As of September 1977 the following deadlines are in effect for grade submissions.

First Term: First term (Fall) half-course grades or "standing deferred" designations due January 21. Final date is September 30 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Second Term: Second term (Spring) half-course, full year half-course, and full course grades due April 20. Final date is January 21 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Summer Session: Summer Session course grades or "standing deferred" designations due September 30. Final date is September 30 of the following year for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Once a permanent "incomplete" has been submitted it will remain that way on a transcript forever.

Only in very rare circumstances would an extension beyond the final deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Graduate Studies Office; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1.50 is charged and 50 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears. Regular Session grades are not issued until the middle of May and Summer Session grades not until the middle of October.

FEES

Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed on pages 20 and 21, are subject to change by the Governing Council of the University of Toronto. Payment of fees does not constitute registration.

All new Application for Admission forms must be accompanied by an application fee of $10 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable. Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FOREIGN STUDENT FEES

Tuition fees for students who are not Canadian citizens or landed immigrants, except those listed below, are $1950 per annum for full-time students. Following completion of residence requirements, students must pay a re-registration fee of $600 each year to the completion of their program.

The exceptions are as follows:

1. Full-time students who are in Canada on the basis of a diplomatic visa or temporary work visa of a parent or guardian (this exemption does not apply to a spouse of someone holding such a visa).

2. Students sponsored and financially assisted by the Canadian International Development Agency (including the Commonwealth Fellowships and Scholarships program), or by the International Development Research Centre, or by any program of financial assistance to students under an aid program of the United Nations or its

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1979/80

All fees are subject to change without notice. See also information on facing page.

	Annual academic fee	*Incidental fees*	*Total*	*Deferred Payment Plan* first instalment*
Canadian Citizens and Landed Immigrants				
FULL-TIME DEGREE STUDENTS	$750.00	$90.00	$840.00	$540.00
INACTIVE PH.D. STUDENTS	225.00	–	225.00	**
RE-REGISTERING DEGREE STUDENTS	225.00	20.00	245.00	**
PART-TIME DEGREE STUDENTS	225.00	16.00	241.00	151.00
SPECIAL STUDENTS				
Full-time	750.00	90.00	840.00	540.00
Part-time				
– per full course	225.00	16.00	241.00	151.00
– per half-course	112.50	16.00	128.50	128.50
Visa Students				
FULL-TIME DEGREE STUDENTS	1950.00	90.00	2040.00	1260.00
INACTIVE PH.D. STUDENTS	600.00	–	600.00	**
RE-REGISTERING DEGREE STUDENTS	600.00	20.00	620.00	**
PART-TIME DEGREE STUDENTS	600.00	16.00	616.00	376.00
SPECIAL STUDENTS				
Full-time	1950.00	90.00	2040.00	1260.00
Part-time				
– per full course	600.00	16.00	616.00	376.00
– per half-course	300.00	16.00	316.00	316.00

Incidental Fees

	Full-time	*Part-time*
Graduate Students' Union	$20.00	$10.00
Health Service	18.50	1.50
Hart House	25.00	2.00
Athletic Wing	26.50	2.50
	$90.00	$16.00

NOTES TO FEES SCHEDULE

See facing table.

Fees will be assessed according to whether students are registered on a full- or part-time basis. The fee for students registered for one term only (either first or second) to undertake course work in a degree program is half the annual academic fee (plus applicable incidental fees), depending upon the registration. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each year of required residence.

The fee applicable to each program is as shown below:

M.ED. DEGREE CANDIDATES

The 8 half-course minimum program fee is $750 (Visa Students $1950). The 10 half-course minimum program fee is $975 (Visa Students $2535).

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year the residence requirements are undertaken.

M.A. DEGREE CANDIDATES

The minimum program fee for either a 6 or 8 half-course program is $750 (Visa Students $1950). The 10 half-course minimum program fee is $1125 (Visa Students $2925). The 12 half-course minimum program fee is $1500 (Visa Students $3900). Moreover, M.A. candidates who have undertaken the course requirements but who have not completed the thesis must re-register each year until all degree requirements have been met.

PH.D. DEGREE CANDIDATES

The full-time fee is levied for each year of required residence.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

**Deferred Payment Plan:* The first payment of fees is due on or before September 14 and consists of 60% of the academic fee plus full incidental fees. The balance of the required fees may be paid at any time but is due by January 15 without further notice and is subject to a service charge.

**Deferred payment plan not permitted

Service Charges: Beginning September 15, all outstanding balances, regardless of the source of the payment, are subject to a service charge of 1 1/2% compounded monthly (18% per annum) calculated on the 15th of each month until the account is paid in full.

agencies provided such a program is recognized and directly or indirectly assisted by the Government of Canada.

3. A person enrolled under a cultural exchange agreement between the Government of Canada and the government of another country.

Please check with the Office of the Coordinator of Graduate Studies if there is any doubt as to whether your circumstances qualify you for an exemption from the Foreign Student Fees. Where the exemptions apply, the tuition fee for a student shall be the same as that for Canadian students and landed immigrants.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

At the time of registration in September, a student who has been conditionally accepted into the second year of a three-year Ph.D. program in the same area of specialization but whose M.A. degree requirements have not yet been met may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee plus the M.A. re-registration fee. If the student convocates at the Fall Convocation, the M.A. re-registration fee will be either returned or credited toward the second instalment of the Ph.D. fees. If the student does not convocate in the Fall but the OISE department recommends continuance in the dual category because the thesis is finished but for final technicalities, the student must then complete the M.A. by the February meeting of the Governing Council of the University of Toronto. This category enables the student to retain Ph.D. residence credit for the year. If the M.A. is not completed in time for the February meeting, the Ph.D. registration will be cancelled and the student continues to be registered as an M.A. candidate but forfeits the Ph.D. residence credit.

RE-REGISTRATION FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must re-register each year. If they do not, the degree candidacy may lapse. The re-registration fee is $225 plus any applicable incidental fees.

RE-REGISTRATION FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register each year until the completion of the degree. The re-registration fee is $225 plus any applicable incidental fees.

CONVOCATION

Ordinarily M.Ed. degree candidates undertaking their last two half-courses in the Summer Session cannot convocate until the following Spring.

All outstanding grades must be submitted and fees must be paid before the appropriate deadline dates. See Academic Calendar.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues and/or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral of a degree) until payment is made.

SUMMER SESSION STUDENTS

Degree students registered from January to May do not pay fees for the following Summer Session if registered in the same degree program. Degree students commencing their programs in the Summer Session or students not registered from January to May must pay the Summer Session fee: $112.50 (visa student $300.00) plus $8.00 incidental fees, a total of $120.50 ($308.00). Those degree students who commence their programs in a Summer Session will not have that Summer Session fee deducted from their total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 14, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of October 15, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 7 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

OISE offers graduate assistantships to support programs of full-time graduate study. The student must qualify for an award on the basis of ability and promise. The amount and type of assistantship may vary with the student's financial need, the academic program, and the policies of the OISE home department. No student can receive more than $6000 (plus the $1200 visa tuition fee differential, where applicable), through the *combination* of an OISE Graduate Assistantship and an external award, during the regular academic session.

It is important to note that an OISE graduate assistantship is for the specified amount and *does not cover payment of fees*. This is the responsibility of the student, who must be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1979.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret

I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the loan/scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal the award shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to the past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1600 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available from the Office of the Coordinator of Graduate Studies, OISE, and from the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4. The deadline for submitting applications is December 1, 1978, for the 1979/80 academic year.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to graduate students attending any Canadian university. Among these are doctoral fellowships of up to $6360 for individuals in the first two years of a doctoral program and up to $7420 after completion of the first two years of such a program.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually November 15, but it will be announced by the home department in the fall.

(b) For renewal of Doctoral Fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For new full-time students: as in item *(b)* above.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working at the doctoral level. The second, the L. Dorothy Martin Fellowship, may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $5000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5000 each. It also offers three Fellowships for Religious Studies in the amount of $5000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $10 000 payable within a two-year period to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide up to $3500 to assist members in financing postgraduate studies leading to a master's degree in educational studies. Candidates for the awards must be statutory or voluntary members of OPSMTF.

For more information and application forms contact the OPSMTF Awards Committee, Ontario Public School Men Teachers' Federation, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is February 1, 1979. All supportive documents, including transcripts and other relevant materials, must be submitted by February 21, 1979.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totaling $18 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS

Under its program of cultural exchanges with foreign countries, the Department of External Affairs, through the Social Sciences and Humanities Research Council of Canada, offers scholarships to French nationals, and fellowships and scholarships to nationals of the following countries: Argentina, Belgium, Brazil, Denmark, the Federal Republic of Germany, Finland, France, Greece, Hungary, Iran, Italy, Japan, Luxembourg, Mexico, the Netherlands, Norway, the People's Republic of China, Poland, Portugal, Sweden, Switzerland, Venezuela, Yugoslavia, and the U.S.S.R. Prospective candidates may obtain application forms from the Canadian Embassy or from the appropriate department of government in their respective countries. Completed application forms must be returned not later than September 30 (Japan), November 17 (Sweden), December 1 (Belgium, Italy, and Luxembourg), and December 15 for all other countries.

EMERGENCY STUDENT LOANS

Primary consideration will be given to applicants who face critical financial situations of an emergency nature and who have no other reasonable recourse. Any full-time student attending OISE may apply for assistance from the fund. Contact Dr. Andrew Effrat in the Office of the Coordinator of Graduate Studies, OISE, for forms or more information.

LIBRARY

The Institute Library houses a collection of 420 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4000 serial titles are available. There are complete holdings of such document series as ERIC and Onteris on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

A Library Guide is distributed to all students at registration; the Circulation staff are available to explain loan, renewal, and reserve procedures.

Guides to special services and parts of the collection are issued and updated periodically. Special orientation classes for special topics, parts of the collection, or special services may be arranged through the course instructor and the Librarian for Public Services.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. Since there are several new information sources and systems (e.g., on-line information retrieval and microform catalogues), students should plan to devote some time to becoming aware of their range and potential. The OISE Library has a microfiche catalogue indicating University of Toronto Library holdings and those of some campus libraries.

EDUCATIONAL INFORMATION SYSTEM FOR ONTARIO (EISO)

EISO offers a computerized service for conducting searches of professional literature. Data bases searched include the *Current Index to Journals in Education, Resources in Education, Onteris, Dissertation Abstracts, Psychological Abstracts,* and other indexes of interest to educators. Copies of original documents may also be obtained. A modest fee is charged to cover costs. For further information, contact the EISO Search Analyst, Room S218, OISE Library.

AUDIOVISUAL EQUIPMENT

OISE's Media Services Group offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit the 4th Floor (North) or call ext. 525/526.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is primarily used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and small-scale data analysis. Typewriter-like terminals are located around the Institute, and the system is available to all Institute students and staff.

General-purpose batch processing for large-scale data analysis and quick-turnaround batch facilities for program debugging are provided through a high-speed cardreader/printer terminal to an IBM 370/165-II computer at the University of Toronto Computer Centre. Access to this computer, as well as to keypunching services, is on a controlled, costed basis.

PUBLICATION DIVISION

The Publication Division provides editing, design, production coordination, mailing, printing, and copying services to the Institute. An important function of the Division, besides the preparation of materials for publication, is the advertising and promotion of publications intended for distribution and sale to all members of the public with an interest in education.

OISE CAREER SERVICES

OISE Career Services assists individuals by consulting with them about planning their academic programs from a career perspective, overall career planning, résumé design, and job search strategies. Contact with professional staff is available through workshops on these and other topics, and through individual counselling appointments. Up-to-date postings of full- and part-time positions are maintained on the 5th Floor and in the Career Services Office in Room S1103. Career Services is a project of the Office of the Coordinator of Graduate Studies. There is liaison with the University of Toronto Career Counselling and Placement Centre (see below).

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th Floor, provides career planning and employment-related services to students, graduates, and alumni on an individual or group basis. Appointments with a career counsellor can be made in person or by phoning 978-8590. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Career Counselling and Placement Centre is the Confidential Dossier Service. This is a service provided to students who are completing master's and doctoral degrees and are seeking academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and letters of reference required in application for such appointments.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $2300. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Trinity College (Secretary)
Hoskin Ave. 978-8680

Wycliffe College† (Dean of Residence)
Hoskin Ave. 979-2870

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Secretary)
Devonshire Place. 978-2890

St. Michael's College* (Accounting Office)
50 St. Joseph St. 921-3151

Knox College† (Principal)
59 St. George St. 979-2137

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

Massey College (Secretary)
Devonshire Place. 978-2890

New College* (Dean of Women)
40 Willcocks St. 978-8875

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Whitney Hall* (Dean of Women)
85 St. George St. 978-2530

Married Students' Accommodation; Cooperative Residences

Married Student Apts.
30 & 35 Charles St. W.
(University Housing Service, 49 St. George St.)

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

Tartu (Manager)
310 Bloor St. W. 925-4747

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in Caledon Hills.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The application should clearly indicate that the applicant is *(a)* newly arrived from outside Canada and *(b)* a registered student at the University of Toronto.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. (a non-profit organization) provides daycare facilities to the OISE community: faculty, staff, and students. The children range in age from two to five years. Full-time fees are $48.00 per week; part-time rates include mornings with lunch at $35.00 per week, and afternoons at $30.00 per week. Kidspace is located on the ground floor of the OISE building. Telephone: 923-6641, ext. 263.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The office to coordinate International Education at OISE, headed by Dr. D. N. Wilson, promotes and encourages interest of both staff and students in this area by facilitating projects in international education; by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

The Office of International Education is working in conjunction with the Department of History and Philosophy of Education to introduce an International Study Tour in Cambridge, England, for Summer Session 1979. See the Department of History and Philosophy of Education section below for further details.

Of special interest is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activites in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. Andrew Effrat, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(a) To promote the welfare and interests

of full-time, part-time, and special students at OISE.

(b) To represent OISE students in matters of their interest.

(c) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(d) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(e) To promote and maintain communications between students and administration.

(f) To provide responsible student government at OISE.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (ext. 728 or 729) or drop by the Association's office, Room S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

The International Students' Association (ISA) is an organization comprising both international and Canadian students. The goals and programming promote the academic, social, and personal needs of international students and all other students interested in International Studies in Education. For further information contact Ms. Agnes Calliste in the Department of Sociology in Education, or Mr. Frank McIntyre or Dr. Andrew Effrat in the Office of the Coordinator of Graduate Studies, or Dr. David Wilson in the Office of International Education.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing for admission as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution.

APPEALS

Should a dispute arise over an admission decision or over an academic or a procedural matter which cannot be resolved through the appropriate persons concerned, the Department Chairperson, the instructor, or the student may make a formal appeal to the Degrees and Appeals Subcommittee of the Department of Educational Theory. Instructions and forms for such an appeal may be obtained from the Graduate Studies Office. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, all but admission cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problems still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department, e.g., the 17 in 1725F,S,H and the 37 in 3752F,S,H refer to the Department of Educational Planning.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets normally for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of the Coordinator of Graduate Studies. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. Andrew Effrat, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

In addition to the general degree requirements on the following pages and the specific requirements of the individual departments of interest, applicants should supply samples of their written work and/or other concrete demonstration of their abilities.

MASTER OF EDUCATION

This degree is designed chiefly for the

professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(b) A year of professional education for teaching, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11 and 12 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Summer Session and two half-courses in each Regular Session. (See page 12.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted advanced standing for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with B standing or better in the final year. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program), History and Philosophy of Education, and Sociology

in Education are one-year degree programs after a four-year undergraduate degree in the same area of specialization. M.A. degrees in Adult Education, Curriculum, Educational Administration, Educational Planning, and Higher Education are generally two-year M.A. programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year admission.

(b) See pages 10 and 11 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(b) A thesis.

(c) One academic year of full-time resident study is still required in most departments. However, in some departments it is possible to pursue an M.A. program entirely on a part-time basis, and in other departments part-time M.A. programs are currently under consideration. Please contact the department of specialization for the most up-to-date information on this matter. Should a department retain the one-year residence requirement, it may

be possible for some of the courses to be undertaken on a part-time basis, but the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program must be completed satisfactorily within five years from the date of enrolment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission to a one-year M.A. program, may be granted advanced standing for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Advanced standing, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Educational Theory, or equivalent, with high standing, in the field of specialization proposed at the doctoral level.

(b) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(c) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(e) Ordinarily, one year of professional preparation for education.

(f) Successful professional experience in education.

(g) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis.

(h) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are

outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto four-year undergraduate degree or equivalent, with high standing, for admission to the

first year of the Ph.D. program, or the University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program. The normal route for most students is to take an M.A. in Educational Theory first and then proceed to the two-year Ph.D. program, which will ordinarily be in the same field of specialization as the M.A.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 19 to 21.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(b) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and to the admission committee in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be added to the doctoral program.

(d) See pages 10 and 11 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent. It is the firm expectation that these two academic years of full-time resident study will be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request is granted, the length of degree candidacy would not be increased. An inactive fee of

$225.00 for each year of interruption will be charged. Reinstatement cannot take place until this payment has been made. Such interruption is granted only under exceptional circumstances and for one year at a time.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which must ordinarily be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted in October of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special students ordinarily must have B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been assessed by the department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

At the time of application the forms should be accompanied by a statement indicating the reasons why Special Student status is requested. Documentation submitted to the Office of the Coordinator of Graduate Studies cannot be returned to the applicant.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the university activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

GENERAL NOTES

Note that graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1979.

All students should consult the appropriate schedule of courses, since some departments cannot at time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental (or interdepartmental) program, and must be receiving basic training in an educational discipline (or disciplines). Further, students must fulfil the program requirements of the department(s) in which they are enrolled. However, it seems that having an interdisciplinary focus may greatly enhance a student's studies at OISE. It should also be pointed out that enrolment in the *M.Ed. for Special Purposes* (see page 35) enables students enrolled in a particular department to participate rather extensively in an interdisciplinary focus.

A number of specific points must be made with respect to the list of focuses that follows.

1. In cases where courses are mentioned, not all of these courses will necessarily be offered in any given year, although it is anticipated that most will. Students should obtain information concerning actual offerings as early as possible and adjust their programs accordingly.

2. Involvement in a focus does not guarantee access to all courses associated with that focus. The instructor offering a course may have special admission requirements for the course; and, obviously, the course may become filled well before term begins. It is important, then, to apply early and, as necessary, have early discussions with the instructor of a course.

3. In cases where the name of a faculty member or "focus advisor" is mentioned in a particular department, this person will not necessarily be the faculty advisor or thesis supervisor of students in that department interested in the focus. There may be other considerations that will lead a particular student to choose someone else as faculty advisor or supervisor.

4. It will be apparent that some departments are much more involved in a particular focus area than others. Normally, however, it will be possible for students in other departments to participate in the focus, especially if their enrolment in their home department is in the M.Ed. for Special Purposes.

5. In some cases the focus mentioned is on a rather small scale and only a few faculty and courses are involved. This, however, is in keeping with the fact that a focus is simply an emphasis within the Graduate Studies offerings and does not constitute a program. Also it should be remembered that formal courses may be supplemented where appropriate with individual reading and research courses.

6. In some cases relevant faculty and course offerings at other universities, and notably elsewhere within the University of Toronto, are mentioned. However, there has been no systematic attempt to list all the relevant faculty and courses available at other universities. Students are encouraged to explore such additional possibilities.

7. It should be understood that listing a focus in this section does not necessarily imply that there is extensive interdepartmental activity in the area in question. The purpose of these listings is to indicate to students interdisciplinary opportunities of which they can avail themselves, whatever the current state of interdepartmental activity.

8. Finally, it is not claimed that this

listing of focuses is complete, either in terms of coverage of focuses in the Institute or in terms of the faculty and course offerings relevant to a particular focus. For example, new focuses may emerge, new faculty may be added, and new courses may be developed after the Bulletin has gone to press. Students are encouraged to conduct their own inquiry into focus possibilities in the Institute appropriate to their interests and study objectives. Further, they should feel free to take an active role in identifying and developing focuses at the Institute.

9. In the listings it is not indicated whether the courses mentioned are half-courses or full courses or the term in which they are offered. It will be necessary to check with the course schedule or the department concerned.

ALTERNATIVES IN EDUCATION

Students interested in Alternatives in Education may create individual programs of study that focus on either (or both): (1) a re-examination of the purpose of education and alternative forms of educating in the context of Canadian society; (2) a consideration of options in instructional organization and design. OISE offers a wide range of courses across several departments which would be appropriate to such interests. As there is no formal program in Alternatives in Education, individuals may choose courses best suited to their specific interests. Without knowledge of such interests it is difficult to specify to which department it would be most suitable to apply. Students may also consider enrolling in an interdepartmental program. Those wishing to develop a focus in Alternatives in Education should contact any of the following people for consultation: David Hunt, Applied Psychology; Malcolm Levin, History and Philosophy of Education; David Livingstone, Sociology in Education; Roger Simon, Educational Administration; and Joel Weiss, Curriculum.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education Practicum; 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment; 3424, Ontario Education; 3426 and 3427, The Canadian Political Culture and the Process of Political Socialization; 1100, Outline of Adult Education; 1119, The Social and Institutional Context of Adult Education; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (Women); 1427 (Native People); 1428 and 1212 (Immigrants); and 1380, 3380, 1903, and 3428 (Minorities including Native Indians).

The following faculty have a major interest in Canadian Studies in Education: W. Brehaut, History and Philosophy of Education; J. A. Draper, Adult Education; J. A. Eisenberg, History and Philosophy of Education; M. D. Ellis, Adult Education; J. R. Kidd, Adult

Education; R. M. Laxer, Applied Psychology and Adult Education; G. L. McDiarmid, Curriculum; B. B. Macleod, Educational Planning; A. Prentice, History and Philosophy of Education; H. H. Russell, Curriculum; A. M. Thomas, Adult Education; H. M. Troper, History and Philosophy of Education; and A. Wolfgang, Applied Psychology. Students with an interest in the Franco-Ontarian area should also refer to the faculty listed under Franco-Ontarian Studies.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education; Curriculum; Educational Administration; Educational Planning; the Higher Education Group; Measurement, Evaluation, and Computer Applications (MECA); or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Charles Pascal, Higher Education Group; Alan Thomas, Adult Education; Richard Townsend, Educational Administration; William Olivier, MECA; Lynn Davie, Adult Education.

Examples of courses which might be of interest are: 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 1032, Administration of Community Colleges; 3018, The Politics of Education; 1712, Manpower Aspects of Educational Planning (not offered in 1979/80); 1805, The Community College; 1809, Administration of Colleges and Universities; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education; 1817, Research Methods in Higher Education; 1818, Educational Development Strategies in Postsecondary Institutions; 1505, Instructional Programming (not offered in 1979/80); 3902, Educational Systems and Social Change.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative, international, and development studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation: D. H. Brundage, Adult Education; J. R. Kidd, Adult Education; G. L. McDiarmid, Curriculum; J. P. Farrell, Educational Planning; M. L. Handa, Educational Planning; B. B. Macleod, Educational Planning; D. N. Wilson, Educational Planning; W. Brehaut, History and Philosophy of Education; J. R. Mallea, History and Philosophy of Education; and D. W. Livingstone, Sociology in Education. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a listing of currently available courses with a comparative or international focus, may write to Dr. D. N. Wilson, Office of International Education, Director's Office. In addition, informal information may be obtained through the

International Students' Association.

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, three departments, namely, Applied Psychology, Curriculum, and Special Education, pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the *M.Ed. for Special Purposes*. Applied Psychology and Curriculum make special mention of this focus in their respective sections of this Bulletin.

Focus advisors for the above three departments are William Fowler and Peter Gamlin, Applied Psychology; Ellen Regan, Curriculum; and Malcolm Garber and Dorothy Shipe, Special Education.

EDUCATIONAL POLICY STUDIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in educational policy studies. Two general themes characterize educational policy studies. One is concerned with the methodology of educational policy analysis, ranging from quantitative methods to qualitative analysis, such as case studies. The second approach is focussed on the larger-scale relationship between education and other social and economic institutions with particular concern about how these are changing over time.

The following represent some of the faculty and courses available to students wanting to develop a focus in the area of educational policy studies: L. Berk, 1385, Curriculum Design and the Arts of the Practical; 1398, Practicum in Curriculum I; T. B. Greenfield and R. I. Simon, 1001, The School as a Social Invention; M. Holmes, 1025, Schools and Their Effects on Achievement; C. Pascal, 1803, Recurrent Issues in Postsecondary Education; A. Effrat, 1848, Issues and Innovations in Graduate Education; M. L. Handa, 1712, Manpower Aspects of Educational Planning (not offered in 1979/80); 1714, Theory and Principles of Economic Planning Applied to Education (not offered in 1979/80); G. S. Tracz, 3704, Management Models for Educational Institutions; F. Maidman, 1990, Applied Sociology in Education; E. B. Harvey, 3902, Educational Systems and Social Change; and M. Fullan, 3911, Planned Educational Change: Intervention Theories and Methodologies (not offered in 1979/80). This focus is also related to intra-departmental focuses of the Department of Educational Planning and the Department of Sociology in Education.

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 1436, 3444, 1928, 1930, 1937, 3928, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: James L. Heap, Sociology in Education; Dieter Misgeld, History and Philosophy of Education; Ronald J. Silvers, Sociology in Education; Roger I. Simon, Educational Administration; Dorothy Smith, Sociology in Education; and Edmund V. Sullivan, Applied Psychology.

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald H. Brundage, Adult Education; Margrit Eichler, Sociology in Education; David C. Levine, History and Philosophy of Education; Frank Maidman, Sociology in Education; Mary O'Brien, Sociology in Education; and Alison Prentice, History and Philosophy of Education.

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1421, The History of Women and Education, A. Prentice; 1422, The Family in History, D. C. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 1907, Family Socialization and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations, Staff; 3907, Family Problems, School Deviance, and Family Intervention, Staff (not offered in 1979/80).

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family studies education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the departments or the Coordinator of Graduate Studies in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1501, Computer-Guided Instruction, W. P. Olivier; 3606, Production and Evaluation of Educational Media, L. D. McLean; 1123, Seminar: Educational Applications of the Psychology of Communication, Staff; 1818, Educational Development Strategies in Postsecondary Institutions, Staff; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies,

M. Orme; 1305, Techniques for Improving Instruction, B. Fillion and B. Kilbourn; and 1340, Audiovisual Communication in Teaching and Learning, F. B. Rainsberry.

Interested students should contact the focus advisor in their department or L. D. McLean in MECA. Studies in this focus can be realized by enrolling in an *M.Ed. for Special Purposes* or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Dwight Boyd, History and Philosophy of Education; John Eisenberg, History and Philosophy of Education; Jack Quarter, Applied Psychology; Edmund Sullivan, Applied Psychology and History and Philosophy of Education. Susan Pagliuso (Research Officer, MECA) has had considerable experience in this area particularly in Kohlberg theory and evaluation procedures. In addition, many members of the OISE Field Development staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: John Davis (Kitchener–Waterloo); Peter Evans (Sudbury); Mark Holmes (Coordinator of Field Development); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); John Ross (Peterborough); and Carmel Roy (Ottawa). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education, Staff; 3211, Seminar in Social Psychology in Education, J. Quarter; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg; and 3441, Research Seminar in Moral Education, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1412, Education and Cultural Controversy, J. R. Mallea; 1427, The Native People: Education and Socialization in Historical Context, Staff; 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, The Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, Staff; 1317, Theory of Second-Language Teaching, H. H. Stern (not offered in 1979/80); 1336, Psychology of Second-Language Learning, M. Swain; 1337, Bilingual Education and Bilingualism, M. Swain; 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; and 3717, Educational Policy Analysis I: Migration, Racial Issues, and Problems of Educational Policy, J. W. Holland and B. B. Macleod. Courses are also being developed by S. B. K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto Graduate Departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines, e.g., sociology, psychology, history, criminology, linguistics, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Donald H. Brundage, Adult Education; and Edmund V. Sullivan, Applied Psychology and History and Philosophy of Education. In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, C. Beck; and 3480, Religious Dimensions and Social Ethics, E. V. Sullivan. A special topics course in religious education is offered from time to time in the Department of Adult Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: M. Eichler, Sociology in Education; M. A. J. Guttman, Applied Psychology; M. O'Brien, Sociology in Education; A. Prentice, History and Philosophy of Education; C. M. Reich, Special Education; D. Smith, Sociology in Education; and J. D. Wine, Applied Psychology. The following courses, for example, might form a core for such an interdisciplinary focus: 1421, The History of Women and Education; 1422, The Family in History; 1426, The History of Women and Education in Canada; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women's Studies and the Educational System: Strategies for Change; and 1974, Education and Gender Role in Traditional Social Thought (not offered in 1979/80).

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Women's Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Women's Kit Project; The Women in Canadian History Project (Department of History and Philosophy of Education); The *Canadian Newsletter of Research on Women*; and GROW – Group for Research on Women (an OISE interdepartmental research group).

Adult Education

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political economic issues related to adult education)

DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

WILLIAM L. BARNARD, *Ed.D. (Boston)*
Assistant Professor, and Coordinator, Specialization in Developing Human Resources (DHR)
(issues concerning human dialogue: interpersonal relations, personal growth, humanistic education, experiential learning, consultation, organization development, community development, heuristic research)

*DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor
(education for family living; research and development related to the family)

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

*Graduate Studies Academic Secretary

†JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement, Evaluation, and Computer Applications
(longitudinal studies in continuing education and employment experiences of certain professional groups; research projects concerning Franco-Ontarian students and teachers)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development and aging; women's studies; self-directed learning)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; values and working assumptions of teachers of adults)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Concordia), LL.D. (Trent)*
Professor
(comparative studies; learning theory and practice; education and development)

†The person to whom admission inquiries should be directed.

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts; human goals)

ASSOCIATED INSTRUCTORS:

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Counselling and organizational psychologist and management consultant

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counselling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate-level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see pages 16 and 17.)

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources (DHR) is rapidly emerging as a recognized field of specialization within adult education, with a growing body of knowledge, theory, and practice.

Increasingly, senior members of business, government, labor unions, health and welfare agencies, recreation agencies, voluntary associations, the media, schools, libraries, consulting firms, colleges, universities, museums, prison management, and the professions are called upon to develop new competencies in developing human resources.

This specialization is designed to develop competent DHR practitioners in such newer technologies as organization development, consultation, planned change, community development, staff development, human relations training, management training and development, and leadership training. The specialization offers a progressive sequence of applied learning experiences related to the increasing number of institutions and organizations in the adult education "marketplace" affording new opportunities for graduate education which are soundly based upon multidisciplinary research on adult learning and human studies, in general.

The specialization may lead to the applied degrees of M.Ed. or Ed.D., or the M.A. or Ph.D. degrees, depending upon the background and educational goals of each candidate. Admission to a Certificate program is also available for mature students. Candidates may pursue the program on a full- or part-time basis, but must also fulfil appropriate residence requirements in the particular degree program being undertaken. The DHR fee is $1000 in addition to the regular course fees. Full-time attendance (two half-courses) is required of all DHR students during the six-week Summer Session. In addition to the courses available in the OISE building and the OISE Field Centres, DHR courses are available at the University of Ottawa during the Regular Sessions. (OISE students, with the approval of their faculty advisor and the Graduate Studies Office, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program.)

A participating candidate must be sponsored by an organization. Sponsorship involves the participation of a member of the organization on the student's Advisory Committee. Each new candidate participates in an entrance colloquium, and becomes a member of a peer Learning Group, which has its own substantial budget to develop the professional competencies of its members. Each participant builds a professional dossier as a record of progress in the unique program of specialized study planned with his/her Advisory Committee. Each candidate undertakes a human resource project in collaboration with the sponsoring organization as part of demonstrating his/her new competencies; the project may also serve, where appropriate to the specific degree program, for the thesis requirement.

Policies for this specialization are guided by a Management Committee comprising members from major Canadian institutions, including the federal government, the Ontario government, the Ontario Federation of Labour, and private industries, and current student representatives.

Application forms and further information may be obtained from Dr. William L. Barnard, Assistant Professor and Coordinator of DHR Specialization located in Adult Education; telephone 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full- or part-time student. The program consists of a minimum of eight half-courses which, if undertaken on a full-time basis, would require one academic Regular Session and one Summer Session. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counselling. Since enrolment in the adult education and counselling options in the Certificate Program is limited, applications must be received no later than March 1, 1979.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some sections of existing courses off-campus in Ontario for the purpose of making some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree program and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1979 Summer Session and the 1979/80 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1121 F,S,H Practicum in Adult Counselling

The following courses are recommended strongly:

1106 F,S,H Small-Group Experience and Theory
1113 F,S,H The Maturation Process and Adult Learning
1119 F,S,H The Social and Institutional Context of Adult Counsel-

ling

1120 F,S,H Foundations of Adult Counselling

1266 F,S,H Theory and Practice of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

Because enrolment in this program is limited, all new applications must be submitted by February 1, 1979, for part-time study commencing in either the Summer Session or the Regular Session. Continuing part-time students must apply for course admission by April 1 for Summer Session or Regular Session.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses. Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests.

The Department is currently examining the possibility of offering a part-time M.A. program without a one-year residence requirement. For further information contact the Graduate Studies Academic Secretary of the Department.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 37 and 38.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a well-rounded program of courses and thesis project which might include work in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1979, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 38 to 40.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a

3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

The following courses will be offered variously during the year, including the Summer Session, both during the day and after hours. See the OISE *Schedule of Courses* for dates and times.

Students are expected to be present at the beginning class of all courses, unless they have notified the instructor to the contrary.

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
A. M. Thomas or other instructor

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.
L. E. Davie or other instructor

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper or other instructor

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the various self-guided and professionally guided paths that adults choose for major personal change and learning, and (2) clarify one's own paths and goals, and develop fresh options and choices. Course methods: reading, self-insight exercises, brief lectures, personal class discussion.
A. M. Tough or other instructor

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage or other instructor

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes. Personal and situational factors influencing choice of alternatives will be explored.

It is suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
V. R. Griffin or other instructor

1111 F,S,H THE FUTURE AND THE ADULT EDUCATOR'S CAREER

A broad survey of various positive futures for adult learning, human growth, education, lifestyles, world views, society's goals, etc. Each student will then examine and clarify personal goals, purpose in life, professional values, and potential career paths.
A. M. Tough or other instructor

1113 F,S,H THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
Staff

1114 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd or other instructor

1115 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114F,S,H. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114F,S,H, and permission of the instructor.
J. R. Kidd or other instructor

1119 F,S,H THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELLING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counselling mature students, the drug problem. Topics selected will depend on the interests of

students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counselling, broadly defined, is offered.
R. M. Laxer

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the general concepts and issues in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling area as well as those dealing with people in their community and employment activities.
Staff

1121 F,S,H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available. May be taken in conjunction with 3122Y. Guidelines available from faculty advisors.

Prerequisite: Permission of the instructor.
W. L. Barnard or other instructor

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
Staff

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
J. A. Draper or other instructor

1130 H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1132 F,S,H EVALUATION, THE ARTS, AND EDUCATION

A course combining extensive reading with practical testing of evaluation methods in the area of the arts. The focus will be on methods of evaluating

the educational impact and effectiveness of artifacts, performances, and programs. Material from both formal and nonformal educational opportunities will be utilized.
D. S. Abbey or other instructor

1133 F,S,H HEURISTIC RESEARCH IN ADULT EDUCATION

Through experiential learning and heuristic knowing, persons discover meanings directly from their own experience and from the lives of others. Heuristic research is concerned with the issues and problems of deriving concepts and images from experience, grounding experience adequately on a theoretical base, and testing theory rigorously in field settings. This course is an opportunity to design a mini-research proposal drawing upon strategies of qualitative, subjective, participative, comparative, and phenomenological research methodologies.

Prerequisite: Course 1103H or permission of the instructor.
W. L. Barnard or other instructor

1134 F,S,H SELF-GUIDED CHANGE

An opportunity to learn about the 75% of intentional adult learning and change that is self-guided. Brief lectures, class discussion, and reading will help each person develop a small project – either interviewing adults about some interesting aspect of their self-guided learning and change, or developing some fresh innovative practice such as a printed tool or a goal-setting workshop.
A. M. Tough or other instructor

1135 F,S,H ORGANIZATION DEVELOPMENT

An introduction to the basic assumptions and strategies of organization development and social intervention. Alternative theory bases and strategies are tested experientially in relation to the learning in this class as an organization, as well as in selected outside learning opportunities.

Prerequisite: Permission of the instructor.
W. L. Barnard or other instructor

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education to political and economic structures and processes. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.
Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.
Staff

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of educa-

tion throughout the life of the individual in a rapidly changing, increasingly complex society.
Staff

3111 F,S,H THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.
A. W. Fales or other instructor

3112 F,S,H EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults from the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
A. W. Fales or other instructor

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H but at a more advanced level.

Prerequisite: Permission of the instructor.
A. W. Fales or other instructor

3124 F,S,H ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.
V. R. Griffin or other instructor

3125 F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
J. R. Kidd or other instructor

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

Adult Education students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

*CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor, and Chairperson of the Department
(counselling psychology; controlling effects of social stimuli)

S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor, Associate Chairperson of the Department and Graduate Studies Academic Secretary
(motivation and learning; second-language learning; research design; remembering)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

ROBBIE CASE, *Ph.D. (Toronto)*
Associate Professor
(developmental, cognitive, and instructional psychology)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(interpretive analysis of personal understandings, reflective analysis of counselling theories, biographical narratives)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

*Please direct inquiries for this department to Professor Clifford M. Christensen.

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counselling psychology; career development; group processes; psychology of women)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counselling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and learning; teacher characteristics, teacher–pupil interaction, classroom consultation, and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(cognitive development; theory of

instruction; psycholinguistics)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(human memory and information processing)

LARRY E. PASS, *Ph.D. (Alberta)*
Assistant Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor, and Director of OISE
(counselling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed to History and Philosophy of Education and to the Franco-Ontarian Centre
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counselling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Associate Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counselling psychology; counsellor education; process and outcome in counselling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, OISE Trent Valley Centre

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Ottawa Valley Centre

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre

ASSOCIATED INSTRUCTORS:

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

MARY BLUM, *M.A. (Toronto)*
Clinical Director, Child and Adolescent Services, Hamilton Wentworth Regional Health Unit; Assistant Clinical Professor, Department of Psychiatry, McMaster University

CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's

Compensation Board, Hospital and Rehabilitation Centre, Toronto

IRENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

DAVID DAY, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

ELEANOR DICKSON, *Ph.D. (Ottawa)*
Chief Psychologist, St. Michael's Hospital

BARBARA DYDYK, *Ph.D. (Loyola University of Chicago)*
Psychologist, Thistletown Regional Centre for Children and Adolescents

KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre

WILLIAM H. EULL, *Ph.D. (Bowling Green State University)*
Director of Child and Family Clinic and Dellcrest Day School Program, Dellcrest Children's Centre

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation

ROBERT E. FITZGERALD, *Ph.D. (Western Australia)*
Psychologist, North York General Hospital

MICHAEL GODKEWITSCH, *Ph.D. (Toronto)*
Psychological Services Advisor, Employee Development Division, Employee Relations Department, Imperial Oil Ltd.

CATHERINE GRIMES, *Ph.D. (York)*
Psychologist, Thistletown Regional Centre for Children and Adolescents

GRAHAM HALEY, *Ph.D. (Western)*
Chief Psychologist, Whitby Psychiatric Hospital

DAVID JACKSON, *Ph.D. (Chicago)*
Jackson Smith and Associates Ltd.

DAVID JORDON, *Ph.D. (Colorado)*
Director of Counselling Services, Psychology Department, Brock University

SAMUEL KLARREICH, *Ph.D. (Toronto)*
Chief Psychologist, Scarborough Centenary Hospital

JOSEPH H. KLUGER, *Ph.D. (Queen's)*
Consulting Psychologist, Adventure Place; Psychologist, North York General Hospital

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Browndale (Ontario)

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Director of Research, Donwood Foundation

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

RAYMOND MORRIS, *Ph.D. (Toronto)*
Psychologist, Psychiatric Services, Ontario Provincial Court, Family Division

EVANGELINE MUNNS, *Ph.D. (York)*
Consulting Psychologist, Adventure Place

WILLIAM OTTO, *Ph.D. (Leiden)*
Chief Psychologist, Mount Sinai Hospital

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

RUDY PHILIPP, *Ph.D. (Queen's)*
Acting Chief of Psychology, Thistletown Regional Centre for Children and Adolescents; Director of West Metro Youth Services

SONJA POIZNER, *Ph.D. (Toronto)*
Psychologist, Oakville Reception and Assessment Centre

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, Comprehensive Behavioral Consultants, Toronto

DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

DOUGLAS QUIRK, *M.A. (Toronto)*
Psychologist, Ontario Correctional Institute

MARNIE RICE, *Ph.D. (Toronto)*
Clinical Psychologist, Penetanguishene Mental Health Centre

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Head of Psychology, Sunnybrook Medical Centre

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

MARTI SMYE, *Ph.D. (Toronto)*
Jackson Smith and Associates Ltd.

CARL STROH, *Ph.D. (London)*
Consultant Psychologist, Government of Newfoundland and Labrador (Western Memorial Hospital)

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

HEATHER ANN WHITE, *Ph.D. (York)*
Senior Psychologist, Northern Services, Queen Street Mental Health Centre

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

DAVID YIELDING, *M.Ed. (Toronto)*
Coordinator of Guidance for the Borough of York

BRIAN YOUNG, *Ph.D. (Hawaii)*
Psychologist, Whitby Psychiatric Hospital

GERALD YOUNG, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Counselling
3. School Psychology
4. Master of Education for Special Purposes

Note: Some doctoral programs in this department will require comprehensive examinations.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time students must submit their application for admission to courses by *April 1.*

The core of the program consists of two general courses which the student is required to take and one individually designed for each student. Ordinarily, all three of the following courses are required.

1200 F,S,H Introduction to Educational Psychology
1235 F,S,H Research Methods in Educational Psychology (available during summer)
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Three additional courses are to be selected from the following departmental offerings. Equivalent offerings from the School Psychology and Counselling divisions of the department, as well as other departments, may be substituted with the approval of the student's advisor. For any specific year, other courses will be added to or deleted from this list depending upon staff. The advisor will be aware of updates of the following list of courses offered by division faculty.

1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1207 F,S,H Motivation in Educational Contexts
1209 F,S,H Seminar: Social Psychology and Education
1210 F,S,H Learning Styles and Teaching Approaches
1227 F,S,H Practicum in Educational Psychology
1230 F,S,H Practicum in Value Education
1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
1237 F,S,H Intellectual Development and Instructional Design
1241 F,S,H Methods of Early Education and Child Care
3222 F,S,H Analysis of Teaching Strategies

The remaining two courses may be taken from courses elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

All applicants must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see page 17).

The course of study of the one-year M.A. program consists of the following courses and a research thesis.

1226 F,S,H Selected Problems in Educational Psychology
(specialized study under the direction of

a staff member);

1227 F,S,H Practicum in Educational Psychology

(extending through the Fall and Spring terms);

1234 A Introduction to the Psychological Analysis of Educational Issues

1235 F,S,H Research Methods in Educational Psychology

(M.A. students are required to take this last course during the Regular Session.)

Students are required to complete their program by choosing an option from the 1200 or 3200 level.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 and 12, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) After an initial screening, successful applicants will be interviewed by a selection team.

(d) Ordinarily, one year of professional preparation in education is required.

(e) Successful professional experience in education is a requirement.

(f) The applicant must submit scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(g) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's research and development of ability and promise.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time course work. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

COURSE REQUIREMENTS

Of the eight half-courses required, four will be directly in an Educational Psychology major, including 3266F,S,H, and four additional courses will normally be divided into two minor areas. Four half-courses will be considered to be a normal course load for the Regular Session of the resident year since the formulation of a thesis proposal is expected by the end of the residency.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit the following:

(a) Scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(b) One paper, or a summary of it, which the student feels represents his/her best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 38 to 40, the program for the second and third years presently consists of eight half-courses as follows:

(a) A major, consisting of four of the 3200 series seminars from Educational Psychology.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies or in another department of OISE. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

2. COUNSELLING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. At the present time the Master of Education in Guidance and Counselling will provide some, but possibly not all, of the academic requirements for the Specialist Certificate in Guidance for the province of Ontario. The exact requirements for the specialist certificate are not known at this time; however, further information may be obtained from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1977 may obtain the Specialist Certificate by completing the requirements for such certification as they existed at the time they began the program.

Please note: All new applications for this program commencing in the Regular Session or Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

In addition to the general requirements detailed on pages 11 and 12, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261F,S,H. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before selecting their program, so that they can arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of this section of the Bulletin.

The normal requirements of the program include the following:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1261 F,S,H Group Work in Counselling
1266 F,S,H Theory and Practice of Vocational Development
1611 F,S Essentials of Psychological Testing for Guidance Personnel

Suggested options include the following:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1205 H Individual Intellectual Assessment
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1209 F,S,H Seminar: Social Psychology and Education
1217 F,S,H Theories of Behavior Modification
1260 F,S,H Foundations of Guidance and Counselling
1262 H Organization and Administration of Guidance Services
1267 Y Advanced Practicum in Counselling

Options available from the course listings in other OISE departments:

1284 F,S,H Behavior Disorders in Relation to Education
1040 F,S,H Administrative Problems I: The School System
1113 F,S,H The Maturation Process and Adult Learning
1302 F,S,H Innovations in Curriculum and Instruction in the Elementary School
1660 F,S Introduction to Empirical Research in Education
1666 F,S,H Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

For full details of this program, see under "Programs of Specialization" in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

Counselling is an educational process aimed at helping individuals develop skills which will increase their interpersonal effectiveness and self satisfaction. In the Ed.D. program in Counselling Psychology, considerable emphasis is placed on understanding the origins in the environment of inappropriate behaviors and thought patterns, and on the development of psychological skills and techniques appropriate to the resolution of such problems. While this social learning point of view is the dominant approach to counsellor preparation in these Ed.D. programs, students are required to develop a familiarity with the general literature in counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two focuses (Focus 1 and Focus 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the focuses themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 11 and 12, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold a master's degree in Psychology or a closely related area but who lack the prerequisites listed above may be admitted to the two-year Ed.D. program (Focus 2). The extensive practicum and internship experiences in that program compensate for the student's lack of direct preparation and experience in the fields of counselling and/or education.

(d) Individuals holding a bachelor's degree in Psychology or a closely related area who wish to pursue the two-year Ed.D. (Focus 2) but who lack the appropriate professional experience and/or educational background may apply for admission to a two-year M.Ed. program in Counselling. Programs of study for such students will be individually developed in consultation with each student's faculty advisor, but shall include considerable practicum and internship experience to compensate for the lack of professional experience. Upon completion of the requirements for this degree, students may apply for admission to the Ed.D. program.

(e) Applicants who hold an M.Ed. degree will be required to successfully complete a Qualifying Research Paper prior to formal admission to the Ed.D. program.

PROGRAMS OF STUDY

Both focuses centre on a common core of required courses related to the development of competence in counselling theory and practice and to the development of research skills. All students are required to take the following courses:

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

Additional coursework with specialization appropriate to the particular focus is required.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

FOCUS 1

Counsellor training in this focus emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, through positions as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This focus will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Applicants will normally have accumulated successful experience in school counselling or related educational positions, and must have an M.Ed. degree in Guidance and Counselling from the University of Toronto or its equivalent.

Residence Requirements and Internships

Each student must remain in residence at OISE for one full year, and in addition experience one full year of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, but must enter the year of residence within two years of admission to the program. The year of full-time internship is normally undertaken at the school or other place of employment from which the students had taken a leave for their year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Coursework

Students are required to take at least four courses in addition to those in the core specified above. These shall be selected by the student in consultation with his/her faculty advisor, and must include a minor area of concentration appropriately related to the student's career interests. Such a minor might be chosen from among the following:

Career Development
Educational Administration
Sociology in Education
Educational Psychology

FOCUS 2

The principle emphasis in this focus is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

Applicants must have an M.Ed. degree from the University of Toronto, or its equivalent in an area related to human social or psychological functioning. A strong background in academic psychology will be a particularly appropriate resource for an entering student.

Residence Requirements and Internships

Students in this focus are required to remain in residence for two years, and to complete a series of internships in the community during this residence period. Each of the three units of internship that are required may be served in a different community setting; however, students normally combine a Fall/Spring part-time internship with a full-time Summer internship at one setting, plus an additional Fall/Spring experience in a different environment. Internships are available in a variety of educational, consulting, and psychiatric situations. In unusual cases, and without reducing residence requirements, students with extensive prior experience in appropriate areas may have a portion of the internship requirement waived. Students entering the program with an M.A. but without appropriate counselling or educational experience may be required to serve an additional internship after the two years of residence.

Coursework

All students are required to take the core courses in Counselling Psychology listed above.

In addition, students must take at least four additional courses to be chosen in consultation with their faculty advisor. Such courses may be selected from within or without the Institute, but students are encouraged to acquire competence in the core areas of general psychology, and to choose courses appropriate to the requirements for subsequent registration as a psychologist. The Department of Applied Psychology may require that a student take such additional courses as may be warranted by the student's particular background and experience.

Other Requirements

In addition to the ongoing evaluation of their professional skills and understanding, students will be required to take one or more examinations in certain core areas in psychology, including cognitive development and perception, physiological, social and personality psychology, and assessment. The purpose of these exams is to ensure that students have a reasonable understanding of the basic areas of psychological knowledge from which counselling theory and practice are derived.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counselling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counselling psychologists on the staff of counselling centres in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

Admission requirements to a Ph.D. program are outlined on pages 10 and 11. Students seeking admission to this Ph.D. program should have undergraduate specialization in psychology. Applicants are not required to submit MAT or GRE scores. The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic year, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interest.

The following courses are required of all Ph.D. students. Normally, the first three are completed during the first academic year, while the fourth one is completed in the second year.

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

The courses listed below are also required, but can be waived by the student's advisor if the student has had an equivalent course elsewhere.

3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II
3666 F,S Intermediate Statistics and Research Design.

The following courses are recommended but not required:

1215 H Seminar: Group Processes
1228 F,S,H Individual and Group Psychotherapy for Counselling: Part I
1229 F,S,H Individual and Group Psychotherapy for Counselling: Part II

Other courses to be completed during the three years of residence include:

(a) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(b) A second minor, ordinarily consisting of two half-courses or equivalent taken outside the department. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 16.

The program normally requires a minimum residence period of two academic years.

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(a) The School Consultant Program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis.

(b) The twelve half-courses to be selected will comprise a maximum of nine required half-courses and a minimum of three half-course options, selected as follows:

– All students are ordinarily required to take 1211Y and 1213H, Seminar and Practicum in School Psychology, Part I and Part II, respectively (three half-course credits), and 1216F,S,H Psycho-Educational Appraisal.

– 1666F,S,H Elements of Statistics. Some students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

– The student must also choose at least four half-courses, such as those on the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217 F,S,H Theories of Behavior Modification
1222 F,S,H Behavior Modification Techniques, with Practicum
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnostics and Psychotherapy
3217 F,S,H Practicum in Counselling Psychology
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-service Training and Teacher Consultation

Students may fulfil the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(c) There are a few restrictions concerning the choice of optional courses:

– A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.

– Students must take at least twelve half-courses at OISE, but, if their background permits, they may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psychoeducational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to a two-year doctoral program.

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see pages 16 and 17.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

The following is a list of the normal course requirements, within which the student and advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements.

First Year

A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered to be equivalent to the M.A. School Consultant Option program, may be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Note: Students entering the first or second year of the Ph.D. program with no school experience will be expected to participate for credit in course 1211Y and/or 1213H, Seminar and Practicum in School Psychology (Part I and Part II). In such cases, course 3202F,S,H will be taken in the next year of the program.

Second and Third Years

(a) A major:

3202 F,S,H Advanced Practicum in School Psychology
3666 F,S Intermediate Statistics and Research Design

(to be arranged with advisor, if appropriate);

3205 F,S,H Research Methods in School and Community Psychology
3219 Y Advanced Internship in School and Community Psychology

(The supervised internship in a school and/or community setting will require a minimum of three days per week for ten months.)

Plus two half-courses from the 3200 series in Applied Psychology.

(b) A first minor, to be selected from the following:

COUNSELLING:

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 F,S,H Practicum in Counselling Psychology

DIAGNOSTICS AND PSYCHOTHERAPY:

1224 F,S,H Psychopathology of

Childhood

1225 F,S,H Practicum in Diagnostics and Psychotherapy

BEHAVIOR MODIFICATION:

1217 F,S,H Theories of Behavior Modification

1222 F,S,H Behavior Modification Techniques, with Practicum

LEARNING AND COGNITIVE PROCESSES:

3200 F,S,H Research Seminar on the Cognitive Processes in Education

3209 F,S,H Psycholinguistics: Language, Thought, and Instruction

MOTIVATION:

1207 F,S,H Motivation in Educational Contexts

3212 F,S,H Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214 F,S,H Central Nervous System Information Processing and Children's Learning

3285 F,S,H Research Seminar: Children with Special Learning Disabilities

SOCIAL PSYCHOLOGY AND EDUCATION:

1209 F,S,H Seminar: Social Psychology and Education

3210 F,S,H Research Seminar in Social Psychology in Education

TEACHING STRATEGIES AND CONSULTATION SKILLS:

3222 F,S,H Analysis of Teaching Strategies

3223 F,S,H In-Service Training and Teacher Consultation

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor, consisting of a full course, or two half-courses, taken outside the Department of Applied Psychology. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

(d) A dissertation is also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. degree program. Further information about this degree will be found on page 35.

Please note: All new applications for this degree commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology division of the department. The focus consists of a core of three required half-courses:

1200 F,S,H Introduction to Educational Psychology

1201 F,S,H Child and Adolescent Psychology

1241 F,S,H Methods of Early Education and Child Care

plus optional courses in early childhood education and related areas in Applied Psychology and other departments, drawn from a list of relevant offerings on file with the focus advisor. Three of the five optional courses in an eight half-course M.Ed. program and five of the seven optional courses in a ten half-course program must have substantial emphasis on early childhood education or development.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

Dr. Aaron Wolfgang and Dr. S. B. Kent Henderson will be the faculty advisors. It is suggested that these advisors be consulted before applying for admission. Students will be required to take the following courses:

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians (*A. Wolfgang*)

1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level (*S. B. K. Henderson, S. Miezitis, J. Quarter,* and *A. Wolfgang*)

Two courses from the following:

1428 F,S,H Immigrant and Ethnic Concerns in the History of Canadian Education (*H. Troper*)

1903 S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (Staff)

1336 F,S,H Psychology of Second-Language Learning (*M. Swain*)

1337 F,S,H Bilingual Education and Bilingualism (*M. Swain*)

1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum: A Colloquium (*G. L. McDiarmid*)

1317 Y Theory of Second-Language Teaching (*H. H. Stern*), not offered in 1979/80.

THE POLICY OF THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY ON INDEPENDENT PRACTICE

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

"By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the

regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P.Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of current theories of counselling, with special emphasis on the social-learning approach. Particular attention will be given to issues of problem definition, goal specification, and behavior change procedures.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are requested to take 1260F,S,H before enrolling in 1202F,S,H.
L. E. Pass, J. Wine, and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting. *Note:* All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. J. C. Weiser.
M. Guttman, V. Darroch, L. E. Pass, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general

educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.
Staff

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.
S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson

1208 F,S,H SEMINAR: PERSONALITY DEVELOPMENT IN RELATION TO EDUCATION

An examination of research into various aspects of personality and behavior modification, including studies of psychotherapy and conditioning therapies.
Staff (not offered in 1979/80)

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1211 Y SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY, PART I

The examination and discussion of professional relations in schools, ethical considerations, and the strategies of applying psychological principles to educational problems in the school. Includes seminar and observational practicum in the schools. School Psychology students only.
R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger*

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the

classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang

1213 H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY, PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only.

Prerequisite: 1211Y.
R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger*

1215 H SEMINAR: GROUP PROCESSES

This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 F,S,H PSYCHOEDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
R. J. Friedman and *S. Miezitis*

1217 F,S,H THEORIES OF BEHAVIOR MODIFICATION

A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed. A self-modification project will be undertaken by each student.

Prerequisite: Permission of the instructor.
H. G. Narrol

1222 F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Practicum and instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and/or supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.
H. G. Narrol

1224 F,S,H PSYCHOPATHOLOGY OF CHILDHOOD

Consideration of the meaning of atypical behavior in children, focussing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the professor.

Prerequisite: Permission of the instructor.

R. J. Friedman

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.

Staff

1227 F,S,H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.

P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will critically examine several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. Selected models will be compared, contrasted, and related to relevant psychological literature. Methods and techniques will be considered, but development of skills will not be emphasized. For students other than School Psychology and Counselling Psychology majors, permission of the instructor is required.

Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

This course is a continuation of 1228F,S,H with an emphasis on developing skills in using the methods and techniques derived from contemporary models of psychotherapy.

Staff

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructor.

Staff

1231 F,S,H THE PSYCHOLOGY OF READING

The course examines *(a)* current psychological theory and research on fluent and beginning reading and *(b)* methods of reading instruction, including both traditional programs and those under development. The course will emphasize critical analysis of psychological findings, and methods of applying the results of research to the development of programs of reading instruction.

S. Palef

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING

The course will combine theory and practicum in the use of classroom observation techniques, diagnostic

teaching approaches, and pupil interviews in the assessment of children's learning problems. In the practicum the teachers will learn to assess individual learning styles in their pupils and will experiment with alternate teaching approaches to foster learning in children who experience difficulty.
S. Miezitis

1234 A INTRODUCTION TO THE PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES

Pertinent educational issues are presented for examination from various psychological perspectives. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
J. Quarter

1235 F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING

Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
R. M. Laxer, J. C. Weiser, and *A. Wolfgang*

1262 H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S, Essentials of Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – how it is acquired, how it is represented in

human memory, and how it is used. Topics include models of semantic memory, perception, reading, verbal and visual memory, aspects of language comprehension, question answering, simple problem-solving, and learning. The topics are discussed in terms of their importance for educational theory and practice.
S. Palef

3201 F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural–historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological–psychological perspective, (3) the cognitive developmental perspective, and (4) the individual differences perspective.
D. R. Olson

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in the 1211Y and 1213H practica. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1211Y and 1213H.
R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete, ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as a psychological professional. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, and problems of research, and the development of educational methods and programs for young children. Review papers are included; also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant and/or

preschool programs.
W. Fowler

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts, and each part will be covered by either of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching/learning process and how such an analysis can facilitate liaison between psychology and education and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.
D. Hunt

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analysed in order to integrate ideas with education practice.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson

3213 F,S,H RESEARCH SEMINAR IN MOTIVATION IN EDUCATION

Prerequisite: 3212F,S,H.
Staff (not offered in 1979/80)

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system development, early stimulation,

early deprivation, and subsequent intellectual and cognitive abilities is investigated. Also studied is present information concerning some aspects of neuropsychological impairment on subsequent learning. Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

For students in the Ph.D. and Ed.D. programs in Counselling Psychology. Theories of counselling and psychotherapy are examined within a framework of current issues in psychology. This course also addresses theories of counselling and psychotherapy through reflective analysis. *V. Darroch*

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 F,S,H PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussed on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
J. Wine

3219 Y ADVANCED INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

This internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, students will take this internship toward the end of their coursework.
R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger*

3220 F,S,H ANALYSIS OF LEARNING TASKS

Analysis at both the theoretical and practical levels of what has been learned and what should be learned in order to reach stipulated educational objectives. Social learning, emotion, motor skills, cognitive skills, and formal school material are analysed. The relevance of psychological theory to this process is examined.

Prerequisite: Permission of the instructor.
C. Bereiter

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Issues such as the requisite skills necessary for children to understand oral, written, literal, and metaphorical information will be explored.

Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
R. J. Friedman

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

The course content is focussed primarily on behavioral assessment. Issues considered include: traditional versus behavioral approaches to personality assessment, self-report behavioral schedules and inventories, self-monitoring procedures, direct-observational procedures, role-playing assessment, analogue measures, behavioral assessment through interviews, etc. Each student will be required to construct and collect pilot data on a behavioral assessment device directed toward a particular target area (e.g., social skills assessment, marital conflict, addictive behavior) or designed to assess a specific counselling intervention.
J. Wine

3226 F,S,H INTERPRETIVE METHODS IN PSYCHOEDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case study, participant observation, and other types of ideographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course is not an alternative to the analysis of quantitative methods, and an assumed

prerequisite of this course is at least one course in quantitative methodology (e.g., 1235F,S,H, 1660F,S, 3205F,S,H, 3666F,S).
E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION
A series of seminars dealing with the definition of the term "play" and its relation to the educational process of the young child, specifically in terms of project learning. The history of play will be examined in relationship to the various theories that have been advanced concerning the need children have to play; the functions of play, both in terms of infancy and early childhood development; and relating these functions to social, cognitive, physical, and emotional development. The seminars will also include information-giving processes to parents; relating play to the learning activities in early childhood education; the role of teachers; the classroom environment; evaluation of play in a classroom setting.

Prerequisite: Permission of the instructor.
O. Weininger

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY
A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter

3232 F,S,H PRACTICUM IN COUNSELLING SUPERVISION
This course is intended to provide an opportunity for advanced students to learn skills of supervision.

Prerequisite: 3217F,S,H or equivalent, and permission of the instructor.
J. C. Weiser

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied research and a practice focus for both Ph.D. and Ed. D. students.
S. A. Alvi and *M. Guttman*

3235 F,S,H QUANTITATIVE METHODOLOGY IN EDUCATIONAL PSYCHOLOGY
The aim of the course is to provide a conceptual basis for and discussion of the principles, use, and research implications of modern quantitative theories and methods in psychology and education. The content of the course may be viewed either as a series of technical procedures, or as a variety of ways of approaching research in a number of areas. Each of the problem areas would normally be discussed in relation to particular experimental work, the choice being dependent on the interests of the students taking the course.
Staff (not offered in 1979/80)

3240 F,S,H PROJECTIVE TECHNIQUES
An advanced course in verbal and nonverbal projective techniques.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
Prerequisite: Students wishing to take Dr. Weininger's section must have his permission and have completed

1224F,S,H. Students taking Dr. Friedman's section must have completed 1225F,S,H.
O. Weininger and *R. J. Friedman*

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL
Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in the Educational Psychology division of Applied Psychology; open to other doctoral students by permission of the instructor.
Staff

Note: Students in the Department of Applied Psychology may take the following courses offered by the Department of History and Philosophy of Education to fulfil some of the Applied Psychology requirements:

3479F,S,H Psychological Dimensions of Social Ethics
3480F,S,H Religious Dimensions and Social Ethics

The following courses might also be of special interest to students in Applied Psychology:

Adult Education: 1106F,S,H
Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H
Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1677S, 1680F, 3637S, 3666F,S
Sociology in Education: 1903S

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

LEONARD BERK, *Ph.D. (Stanford)*
Assistant Professor
(school program effects, the history of school practices, the politics of the school program)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(curriculum decision-making, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language in the classroom; analysis of teaching)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Assistant Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

*FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of theory to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension, especially reading, emphasizing how reading is learned, not how it is taught)

HANS H. STERN, *Ph.D. (London)*
Professor, and Director of the Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of measurement and evaluation to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(elementary science, teacher education, differentiated staffing, role of volunteers, history of curriculum development and Ontario public reports – Hope and Hall–Dennis)

JOHN MILLER, *Ph.D. (Toronto)*
Assistant Professor, OISE Northwestern Centre
(affective education, values education, transpersonal education, developmental theory, and curriculum implementation)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Assistant Professor, OISE Trent Valley Centre
(curriculum decision-making, values education, and school change strategies)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre
(evaluation and curriculum, and classroom studies)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school systems, school and school system organizational problems, adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Associate Professor, and Program Director with the Canada Studies Foundation

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Consultant: Research and Evaluation, Curriculum Resources Centre, Niagara South Board of Education

MICHAEL MCCARTHY, *Ph.D. (London), F.S.A.*
Associate Professor, Department of History of Art, University of Toronto

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through course work within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their area of primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes art and education, English education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316F,S,H, 1320F,S,H, 1322F,S,H, 1327F,S,H, 1340F,S,H, 1342F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H (not offered in Summer Session 1979), 3320F,S,H, 3322F,S,H, and 3346F,S,H.

The *General Curriculum Focus* approaches curriculum study using such general concepts as "curriculum commonplaces" (e.g., teacher, learner, subject matter, and milieu), and addresses important curriculum issues such as the theory/practice relationship. This focus includes both the introductory and general curriculum courses offered by the department.

Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1362F,S,H, 1380F,S,H, 1385F,S,H, 3300F,S,H, 3308F,S,H, 3309F,S,H, 3360F,S,H, and 3381F,S,H.

The *Curriculum Processes Focus* deals directly with the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1301F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1309F,S,H, 1360F,S,H, 1363F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, 3301F,S,H, and 3305F,S,H.

The *Language Education Focus* is concerned with language education, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y (not offered in 1979/80), 1318Y, 1319F,S,H, 1326F,S,H, 1330Y, 1332Y, 1333Y, 1336F,S,H, 1337F,S,H, 3310F,S,H, 3311F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, and 3332F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 33 to 35. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this degree must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see below), receives close attention from the Department Admissions Committee.
2. A completed copy of the Department of Curriculum Program Planning Sheet.
3. A single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.
4. In most cases no standardized test scores are required for admission. However, in some cases the Miller Analogies Test or Graduate Record Examination scores may be requested by the Admissions Committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the

faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM *(M.Ed. students only)*

The department offers some off-campus sections of curriculum courses to people in several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants living in the Toronto area. Off-campus students are required to complete at least two of their courses at OISE.

Information and application materials for off-campus courses to be offered in the 1979/80 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 35).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:

1300 F,S,H Foundations of Curriculum Development

1308 F,S,H (Section L0102) Accommodation of Curriculum Planning to the Needs of the Learner: Primary/Junior

1311 F,S,H Reading and Language Comprehension

1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum and/or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Dr. Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 35 to 37. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the Department Admissions Committee.

2. Two letters of reference from university professors or other persons in a position to judge the applicant's academic promise at the graduate level.

3. A score on the Miller Analogies Test (see page 16).

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their course work in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their course work may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies with the approval of the student's advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 37 to 38. The Qualifying Research Paper or its equivalent, referred to on page 37, must be completed before course work for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the quidelines contained in *The OISE Graduate Studies Handbook for Students and Faculty*, 1978/79 (pp. 29–31), and in the *Department of Curriculum Handbook* (pp. 39–40). If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at leas three years of successful professional experience in education, including curriculum experience beyond individua classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-me study in OISE are required by the epartment of Curriculum, normally ommencing in July or September. andidates are expected to complete a aximum of four half-courses during e regular academic session and evelop a thesis proposal through to the oint of approval by a thesis committee.

Once the candidate's residence is ompleted, any remaining course work an be undertaken on a part-time basis. he thesis study is carried out in the rofessional situation to which the andidate returns, and sustained contact ith the thesis committee is essential uring this period. Candidates will pically find that about two years eyond the resident study are required produce an acceptable thesis.

OCTOR OF PHILOSOPHY WITH ECIALIZATION IN CURRICULUM

he Ph.D. program in Curriculum is tended primarily as preparation for cademic positions in universities, and emands a strong commitment to urriculum research. Ordinarily, udents who enter this program have a inimum of two years of professional xperience.

Applicants for admission should refer the General Information section of is Bulletin, and to the general requirements for the Ph.D. on pages 38 to 40. general, the Department of Curricum's view of a Qualifying Research aper (cited on page 37) is consistent ith the guidelines contained in *The ISE Graduate Studies Handbook for tudents and Faculty*, 1978/79 (pp. 9–31), and in the *Department of urriculum Handbook* (pp. 39–40). If e applicant has completed a master's esis, a copy of the thesis should be ubmitted with the application.

In addition, the Department of urriculum requires applicants to ubmit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

In addition to the major thesis and other requirements as described on pages 38 to 40, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some course work in the Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

Note on admission deadlines:

Applications for full-time study in all degree programs in the Department of Curriculum and for new part-time applicants *must be submitted by February 1.*

Applications for continuing part-time study in all degree programs in the Department of Curriculum *must be submitted by April 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, obtainable from the Graduate Studies Academic Secretary of the Department of Curriculum, should assist the student and advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301 F,S,H PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.
R. Garry and staff, Regular Session

1302 F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: DESIGN EDUCATION (MASTER'S LEVEL)

An examination of problems and issues in Design Education, with special emphasis on their relevance to curriculum. There will be a review of current research in Design Education based on a study of the impact of design on human development with specific reference to the visual and plastic arts, industrial arts, social studies, and the environment.
R. Courtney and staff, Regular Session (after hours)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: ACADEMIES AND VISUAL ART EDUCATION (MASTER'S LEVEL)

A comparative study of educational practice in the visual arts, with particular reference to the concept of the academy in the Renaissance and subsequently.
M. McCarthy, Regular Session (after hours)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: UNIVERSAL EDUCATION AND VISUAL ART (MASTER'S LEVEL)

A comparative study of legislation for art education in schools and for the

training of teachers of art in the past century and a half in Britain, the United States, and Canada; the influence of artists and art critics upon the development of the teaching of the visual arts in junior and senior schools and colleges of education.
M. McCarthy, Regular Session (after hours)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS AND EDUCATION: ART THERAPY AND CHILD DEVELOPMENT (MASTER'S LEVEL)
This course will study Art Therapy and its application to the field of education. Theoretical areas will include child development, non-verbal communication, and the role of creativity in the classroom. Practice involvement is required.
R. Courtney and staff, Regular Session (after hours)

1305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION
A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.
B. Fillion and *B. Kilbourn,* Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES
This course identifies strategies for *(a)* recovering consistent meanings for the complex curriculum objectives found in current guidelines; *(b)* sequencing components toward the realization of those objectives; and *(c)* devising effective pedagogical schemes in relation to them. The strategies draw heavily upon major OISE applied research and curriculum development projects, and deal with both cognitive and affective objectives.
F. G. Robinson, Regular Session (after hours)

1308 F,S,H (Section L0102) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR
A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

Prerequisite: Permission of the instructors.
C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

1308 F,S,H (Section L0103) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY
A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the instructor.
C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING
This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.

B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
M. Swain, F. Smith, and *B. Fillion,* Regular Session (after hours)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
B. Fillion, Regular Session (after hours)

1316 F,S,H (Section L0102) MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: metric units of measurement, grouping, drill, evaluation, meaningful problems, games, and motivation.
C. D. Carlow, Regular Session (after hours)

1316 F,S,H (Section L0103) MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

Mathematics curriculum materials at the intermediate and senior levels will be considered in a historical perspective and analysed in terms of theories of learning and motivation. A study of the recent Ministry guidelines for intermediate mathematics and their implications for future mathematics curriculum will be made.
C. D. Carlow, Regular Session (after hours)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.
H. H. Stern, Regular Session (alternate years; not offered in 1979/80)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from pre-

school to adult education, including planning and teacher education.
H. H. Stern, Regular Session (offered in 1979/80 and alternate years)

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
H. H. Stern and staff, Regular Session

1320 F,S,H (Section L0102) SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours)

1320 F,S,H (Section L0103) SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and corresponding implications for teaching strategy and evaluation, the defensibility of objectives, and their relation to subject matter.

Prerequisite: Permission of the instructor.
D. A. Roberts, Regular Session (after hours)

1321 F,S,H THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and either section of 1320F,S,H or equivalent.
D. A. Roberts, Summer Session and Regular Session (after hours)

1322 F,S,H (Section L0102) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching/learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."
Staff, Regular Session (after hours)

1322 F,S,H (Section L0103) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focusses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
Staff, Regular Session (after hours)

1323 F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of the instructor.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352 F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. A. McInnes, Regular Session (after hours)

1327 F,S,H (Section L0102) READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
F. Smith, Regular Session (after hours)

1327 F,S,H (Section L0103) READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor
R. Mougeon, Regular Session (after hours)

1330 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar, phonology, and semantics of present-day French in the light o current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.
S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics o present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1336 F,S,H PSYCHOLOGY OF SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Summer Session and Regular Session

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (offered in 1979/80 and alternate years)

1340 F,S,H AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching/learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341 F,S,H THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic theories of communication based on philosophy, psychology, and social and cultural thought. In correlation with these basic theories, the aesthetics of filming and television and the dimensions of visual literacy will be examined. Examples of the great innovators in film and television production will be reviewed and assessed.

Prerequisite: 1340F,S,H or permission of the instructor.
F. B. Rainsberry, Regular Session

1342 F,S,H FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic

studies, critical approaches to film study, and various teaching procedures will be discussed and analysed.
F. B. Rainsberry, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course entails an examination of major works in the philosophical, aesthetic, and social foundations of the humanities in their several aspects of literature, poetry, music, and fine arts, with special emphasis on their implications for curriculum development and classroom instruction.
F. B. Rainsberry, Regular Session

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical, psychological, and ethnological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of drama as both a subject and a method.
R. Courtney, Summer Session and Regular Session (after hours)

1348 F,S,H ARTS & EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies, with specific reference to Canadian Indians. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form should be approved by the faculty advisor and the instructor with whom the course will be taken. Course 1352F,S,H will not be approved on a student's Program Planning Sheet until this form has been approved by the department.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session

1358 F,S,H STRATEGIES FOR IMPLEMENTING CURRICULUM INNOVATIONS

A seminar investigating the role of curriculum development in responding to societal goal structures and in facilitating alternative school curriculum practices. Theoretical aspects of curriculum development will be explored from the perspectives of educational objectives, alternatives, innovation theory, and theory of action.

Consideration will be given to the role of evaluation in the change process and to different evaluation models used in actual curriculum developments.
K. A. Leithwood, Regular Session (after hours)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be addressed to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation of specialized courses in other departments.
M. Wahlstrom, Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood pro-

grams and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.
J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

The course explores the epistemological foundations of the disciplines as they are reflected in secondary school subject-matter areas, and is oriented, in part, toward the development of integrated courses of study in the curriculum.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session (daytime)

1380 F,S,H MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism.
G. L. McDiarmid, Regular Session

1385 F,S,H CURRICULUM DESIGN AND THE ARTS OF THE PRACTICAL

An introduction to the study of curriculum deliberation. Students will examine principles of deliberation as they appear in case studies of curriculum design and in conceptual treatments of deliberation in curriculum, law, and ethics. Application of these principles will be sought in the student's practicum activity and in a concurrent curriculum project to be conducted by the class.

Corequisite: Concurrent registration in the designated section of 1398F,S,H.

Prerequisite: Permission of the instructor.
L. Berk, Regular Session (after hours)

1390 F,S,H CURRICULUM CONSULTANCY

The focus of this course is on the interpersonal and deliberative skills needed by those who are called upon to act as curriculum consultants. Although many of the skills and understandings treated in other courses in the Curriculum Processes Focus are essential for effective consultancy, particular emphasis will be given to the following: *(a)* knowing how to adapt a consultant's contributions to the existing cognitive and affective structures of the recipient(s); *(b)* understanding a variety of styles of and strategies for invervention with their strengths and limitations in different contexts; *(c)* knowing how to

analyse dimensions of a consultant's role and predict the relative effectiveness of different classes of activity in achieving educational improvement; *(d)* understanding, through analysis of case studies, the points at which curriculum decision-making is typically less than optimally rational; *(e)* gaining knowledge of alternative contributions which, at points identified in *(d)*, should enhance the rationality of decision-making; *(f)* gaining the ability to reflexively analyse one's own contribution in a consultancy role, as a basis for generating alternative strategies and tactics which might be more effective on another occasion.
F. G. Robinson, Regular Session (after hours)

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.
Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.
Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300F,S,H.
G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.
Staff, Regular Session (daytime)

3303 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Problem-solving, issue-oriented approach in which course instructors and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructors.
F. M. Connelly and *E. M. Regan,* Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.
B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
D. A. Roberts, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.
F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analysing data.

Prerequisite: 1310F,S,H, 1311F,S,H, or 1313F,S,H.
Staff (offered as required)

3311 F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.
F. Smith, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application

of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow, Summer Session (alternate summers; not offered in 1979)

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
H. H. Stern and staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly, B. Kilbourn, and *D. A. Roberts* (offered as required)

3322 F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328 F,S,H SELECTED TOPICS IN THE SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguisitics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330Y or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3340 Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340F,S,H and 1341F,S,H.
F. B. Rainsberry, Regular Session (after hours; offered as required)

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3350 F,S,H CURRENT CURRICULUM LITERATURE

Students will serve as contributing editors of *Curriculum Inquiry.* With the instructor, they will review prospective contributions to the journal. These manuscripts present the most recent ideas in the curriculum field and enable students to augment their knowledge gained from readings in more conventional course work. In addition to reviewing manuscripts, students will become familiar with other aspects of scholarly publishing through participation in weekly editorial board meetings.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H ADVANCED SEMINAR ON STRATEGIES FOR MANAGING CURRICULUM INNOVATION

This is an advanced course intended for curriculum managers with school or school system responsibilities. Research describing current processes of curriculum decision-making and the usefulness of existing strategies for influencing that decision-making will be examined. More effective intervention strategies will be developed, and students may be asked to field test some strategies in school settings under the direction of the instructor and participating curriculum managers. These strategies will relate to specific curriculum functions such as planning, development, implementation, and evaluation.
K. A. Leithwood, Regular Session (daytime)

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.

J. Weiss and *M. Wahlstrom*, Regular Session (daytime)

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving adminstrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' present involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.

E. Regan, Regular Session

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.

G. L. McDiarmid, Regular Session (offered as required)

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.

G. L. McDiarmid, Summer Session and Regular Session

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards, trustee–administrator relationships, educational management in a period of retrenchment)

LAWRENCE M. BEZEAU, *Ph.D. (Stanford)*
Assistant Professor
(economics, finance, and planning of education; social science research methodology)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Midwestern Centre
(organizational and professional development)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator of Field Development, OISE
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

*JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; social context of education and its relationship to educational finance; dissemination and utilization of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Assistant Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed with the Ontario Council for Leadership in Educational Administration

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

(OCLEA), Executive Director
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor, cross-appointed to the Franco-Ontarian Centre
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(legal context of education; collective bargaining; life-work planning; the journal as a method for self-expression; ombudsmen and other grievance handling mechanisms; the future context of education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Coordinator of Research and Development Studies, OISE
(sociological and organizational studies, especially in secondary schools and postsecondary institutions; school board administration and decision-making)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; development of teacher organizations; politics of education; American Indian education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program implementation and innovative education; alternative schools; interpretative sociology; use of dramatic narratives in social theory)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(political demands in policy-making; the school or postsecondary administrator in the protest process; Quebec policies, including their impact on education in English Canada)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $112.50 for each half-course undertaken should be sent to the Certificate Program in School Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course from the Department of Educational Planning.

Students may enrol full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practising school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practising administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 11 to 12, the department requires that, whenever possible, the two letters of reference (page 10) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take a total of eight half-courses:

(a) a core module normally to be taken first in the student's program and consisting of:

1040 F,S,H Administrative Problems I: The School System
1041 F,S,H Administrative Problems II: The School System in Society

(b) one half-course in human relations selected from:

1012 F,S,H Clinical Analysis of the Administrative Process
1023 F,S,H Interpersonal Relations in School Systems
1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

(c) five elective half-courses, at least one of which must be taken in educational administration.

Students who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(a) Policy Development and Politics of Education

(b) Economics, Finance, and Business Management of Education

(c) Management of Human Resources in Education

(d) Administration of Postsecondary Institutions

(e) Social Context of Educational Administration

(f) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enrol, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1979 Summer Session and the 1979/80 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements

given on pages 11 and 12, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference from senior administrators under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style; and
- awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

(d) After an initial screening, applicants will be interviewed by a selection team.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be undertaken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (This is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of the Coordinator of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students in the analysis and design of educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended, but not required, for admission. The program is designed for students who have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The general admission requirements for M.A. and Ph.D. programs are described on pages 10 and 11. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. Because the program design integrates both credit and non-credit experiences, satisfactory completion of all program elements, as judged by the M.A.–Ph.D. team, is required. The M.A. program is available through both full- and part-time study, the Ph.D. program through full-time study only.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools

plus at least two elective courses approved by the student's advisor to develop research skills and knowledge needed for a thesis. These may include:

1666 F,S,H Elements of Statistics
1520 F,S,H Processing Educational Research Data

In addition, one elective half-course, a research and development apprenticeship, and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings. Opportunities for development of students' interpersonal and group process skills are also provided.

The second year is similar to the first, and includes:

3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations

plus one of:

3666 F,S Intermediate Statistics and Research Design
3980 H Research Seminar: Practical Problems in Advanced Sociological Research in Education

In addition, two half-course options, an apprenticeship, and a second independent paper are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, and a thesis.

Course 3001Y and half-courses 1001F,S,H, 1002F,S,H, and 3002F,S,H constitute the student's major in Educational Administration; 1003F,S,H, 1666F,S,H, and 3666F,S constitute the first minor; and the optional studies constitute the second minor. The remaining portions of the program do not carry course credit, though they are required by the department.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

The school as a social invention: explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret

the social reality of schools. The theoretical orientation of the seminar provides a general framework for inquiry throughout the M.A.–Ph.D. program.
T. B. Greenfield and *R. I. Simon*, Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE
Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
A. F. Brown and *M. A. Levin*, Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS
A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will be addressed to student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton, Regular Session

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION
A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course.

Prerequisite: Completion of six half-courses, or equivalent.
S. B. Lawton and staff, Summer Session and Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS
A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis, T. B. Greenfield, J. G. Scott, and staff, Summer Session and Regular Session

1016 F,S,H PROGRAM ORGANIZATION
An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, M. A. Levin, and *R. I. Simon*, Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE
Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
J. R. McCarthy and *E. B. Rideout*, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
A. D. Selinger and *R. G. Townsend,* Summer Session and Regular Session

1020 F,S,H THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity *(a)* to develop a personal and professional orientation toward change, and *(b)* to apply this orientation to a self-selected educational problem from the real or an imagined world.
M. P. Robbins, Regular Session

1021 F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION

An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate research strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

The school administrator in relation to the students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for this role.
G. T. McLeod and *A. D. Selinger,* Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than

organizing it.
L. M. Bezeau, M. P. Robbins, and staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics will be examined. Particular emphasis will be placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The economic aspects of administering educational systems are analysed through concepts from program budgeting, input–output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
L. M. Bezeau, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal processes, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
J. R. McCarthy and *E. B. Rideout,* Summer Session and Regular Session

1032 F,S,H ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analysed in the light of various administrative and political theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
R. G. Townsend and staff, Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.

A. F. Brown, E. S. Hickcox, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.

J. H. House, S. B. Lawton, J. R. McCarthy, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.

Prerequisite: 1001F,S,H.

L. M. Bezeau, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.

R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; systems of leadership and influence, control and affect, consensus and conflict; reactions to organizational stimuli; applications to developmental models in education; implications from the humanities. Readings and course projects are available under four headings: *(a)* the structure of organizational behavior, *(b)* some dynamics of groups and individuals, *(c)* studies of interpersonal behavior in administration, *(d)* designing organizations for individuals.

A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and nonautomatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

L. M. Bezeau, Regular Session

3018 F,S,H THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
R. G. Townsend, Regular Session

3021 F,S,H DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION

This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective "knowledge linkers" within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.
Staff, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I

3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II

3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III

These three seminars are designed to shape inquiry throughout the Ed.D. program. Included among the areas of study are: Organization Theory and Administrative Behavior, Educational Issues and Policy Development, and Research and Development Techniques.

Ed.D. students must enrol in all three seminars concurrently.
J. G. Scott, E. S. Hickcox, S. B. Lawton, J. R. McCarthy, G. T. McLeod, and *R. G. Townsend,* Regular Session

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott, E. S. Hickcox, and staff, Summer Session and Regular Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044F,S,H.
J. G. Scott, E. S. Hickcox, and staff, Summer Session and Regular Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1301F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1358F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Educational Planning: 1700F, 1701Y, 1706F, 1715F

Higher Education: 1803Y, 1805F, 1807Y, 1809F, 1814F, 1815S

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1424F,S,H, 1428F,S,H, 1434F,S,H, 1443Y, 1456F,S,H, 3426H, 3427H, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F, 1659F,S, 3610S

Sociology in Education: 1902F, 1903S, 1904H, 1907F, 1909F,S,H, 1929S, 1935S, 1960F, 1970S, 1972S, 3902F, 3940F

Special Education: 1294F,S,H, 3293F,S,H

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

*WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed to Sociology in Education
(quantitative econometric models of educational planning, educational policy, development/underdevelopment, Marxism, Gandhian thought)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; alternative policies for post-secondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in regional systems of education; collective bargaining; long-range planning; student information system in planning)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educational planning; planning special education for persons with learning disabilities; Canadian socioeconomic history in relation to education in Canada and especially in Ontario)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(systems analysis and operations research techniques in educational planning; simulation models and information systems for school board planning and decision-making)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Assistant Director (Administration), OISE
(studies of the relationship between education and employment; manpower policy and human resources development; resource allocation in education; institutional research and planning; collective bargaining)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(planning philosophy; planning structures and processes; politics of educational planning and model-building; planning and the "information society"; teacher cost studies)

CICELY WATSON, *Ph.D. (Harvard)*
Professor
(planning as a tool for social policy; forecasting techniques and planning methodology; manpower planning for education, particularly supply/demand studies of the teacher force; enrolment projections)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed

as Head, Office of International Education, OISE
(educational planning for developing nations; comparative and international education; planned social change in Canada; Indian and Innuit (Eskimo) education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the departmental non-credit seminars 1731F and 1732S at the master's level, or 3713F and 3714S at the doctoral level.

All full-time students beginning their programs during or later than 1976/77 are also required to take course 1720F, Overview of the Field of Educational Planning (for credit).

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in educational planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practising planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 11 and 12, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(a) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(b) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(c) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional course work is normally required.

In addition to the major thesis and other requirements on pages 38 to 40, work for this degree includes:

(a) a major in Educational Planning, consisting of four appropriate half-courses;

(b) a first minor, usually taken as a graduate course (or two half-courses) in another department of the University of Toronto;

(c) a second minor in Educational Theory, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be allowed.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be cancelled when enrolment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrolment. There will probably be more courses offered after hours in a given year than the Bulletin indicates.

1700 F THEORIES OF MICRO EDUCATIONAL PLANNING

An application of the concepts of planning to educational planning; an

examination of the functions and range of activities of a planning office in a board of education and the relationship of planning decisions to political decisions.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701 Y SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land use planning to the work of the school board planner. In this course students carry out a set of planning exercises which include such things as projecting enrolment and teacher supply/demand, preparing a long-range budget, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Subject to student demand the course will be given in two sections: *(a)* for students from Ontario or other parts of North America, *(b)* for overseas students. The latter will be required to obtain statistical and other data relevant to the countries for which they are planning.
C. Watson and *S. Quazi,* Regular Session (after hours)

1703 F,S EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro- and macro-level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session (not offered in 1979/80)

1705 S DEMOGRAPHIC METHODS FOR EDUCATIONAL PLANNING

An introductory course dealing with the techniques and methodology of demography. Topics include population measurement and prediction; population composition and structure; measurement of mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration and of changes in rural/urban distribution of population; implications of population change for the labor force; computation and implications of dependency ratios; the interrelationship of international migration with labor force and population growth; implications of population change for economic progress, employment levels, and educational demand and supply.
B. B. Macleod, Regular Session

1706 F PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland, Regular Session (after hours)

1708 F,S EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course focusses upon linkages between education and the social development of nations. Conceptions of social development will be examined and approaches to the measurement of dimensions of development relevant to these concepts will be evaluated. Evidence concerning the linkages between education and social development will be considered with a view to codification for the purpose of developing propositions useful to theory building.
J. P. Farrell, Regular Session

1709 F,S THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session (not offered in 1979/80)

1711 Y SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING

Note: Students registering in this course must take Part I and Part II.

Part I: An introductory overview of systems approaches to educational planning and rational decision-making. Topics to be covered will include: systems theory, the systems approach, corporate planning, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, forecasting techniques, cost-effectiveness analysis, and Management Information Systems. Emphasis will be on concepts and structure of the techniques.

Part II: Applications of the systems techniques in the educational planning context will be covered. Students will select problems in one of the following areas of interest: *(a)* the local board level, *(b)* the institutional level, or *(c)* national or international education. Examination of the problem areas will emphasize in-depth analysis and implementation. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
E. H. Humphreys, S. Padro, and *G. S. Tracz,* Regular Session

1712 F,S MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, methods of forecasting manpower requirements.
M. L. Handa, Regular Session (not offered in 1979/80)

1714 F,S THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course outlines the history of economic and educational planning and presents a comparative view of current planning practices in selected countries. Canadian educational planning problems are then discussed in this historical and comparative perspective.
M. L. Handa, Regular Session (not offered in 1979/80)

1715 F METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
W. E. Alexander, Regular Session

1716 F,S EDUCATIONAL PLANNING AND THE ORGANIZATIONAL BUDGET

The topic is organizational objectives and resource allocation. Budgets are

regarded as the key organizational abstraction available to policy-makers, planners, and administrators. The budgetary process is examined as an important, though imperfect and incomplete, effort at reconciling competing organizational goals and activities. The state and municipalities are considered to be important organizations, but emphasis is on school boards and postsecondary institutions.
J. W. Holland, Regular Session

1717 F,S THE PLANNING OF EDUCATIONAL FACILITIES

This course is designed to acquaint educational decision-makers at all levels with the methods for estimating the need for and planning the development of educational facilities required for proposed educational programs. The interaction between educational policy changes, curriculum innovations, existing educational facilities, available resources, and the means and methods of implementation will be explored. Structural and institutional innovations required by policy changes will be investigated, and methodologies for dealing with all aspects of planning educational facilities will be surveyed.
D. N. Wilson and *S. Quazi,* Regular Session (not offered in 1979/80)

1718 F POPULATION AND MANPOWER DETERMINANTS OF EDUCATIONAL SYSTEMS

This course relates population processes to educational attainment and innovation and to the structure of educational systems. Reference is made to the dynamics of demographic change; population composition and structure; social and manpower demands for education; and the distribution between consumption and investment expenditures. These are viewed as determinants of a society's ability to provide the real and financial resources needed to support its educational goals. The course surveys both developing and developed countries.
B. B. Macleod, Regular Session

1720 F OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which is expected to be taken by all students in the department during the first year of their program, is designed to provide an introduction to, and an overview of, the general field of educational planning, and to acquaint new students with the particular interests, within the broad field, of departmental faculty. It is designed to provide a foundation for all other departmental courses taken concurrently with or subsequent to it.
Staff, Regular Session

1724 S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financing arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evolution of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, Regular Session

1725 F,S,H ANALYSIS OF EDUCATIONAL DECISION-MAKING

This course provides a means for systematically analysing educational policy decisions and processes, drawing upon both the relevant literature and the experience of students involved in group decision-making processes in educational institutions. All students will have the opportunity *(a)* to systematically analyse some educational policy issues which they are dealing with in their own institutional setting, or policies which constrain the decision-making processes in which they are participating; *(b)* to review research relevant to the policies under consideration (e.g., is there evidence of a relationship between enrolment levels and tuition fees?); *(c)* to examine the social implications of the policies; and *(d)* to analyse alternative policies. The course provides a structured opportunity for students to work with real-time policy problems within decision-making groups in which they are involved in order to understand how decisions are made in educational institutions, and how the decision process interacts with, and constrains, what emerge as "acceptable" methods and solutions.

Prerequisite: Permission of the instructor.
W. E. Alexander, Regular Session

1727 F,S,H THE POLITICS OF EDUCATIONAL PLANNING AND MODEL BUILDING

Educational planning can proceed successfully only if a variety of models – mental or mathematical – is incorporated into the process of decision-making. This seminar will deal with the formulation, development, and implementation of educational models used in the policy and management areas. The political aspects of model building will be discussed at great length. Actual operating planning models used in the educational sector will be presented.
G. S. Tracz, Regular Session

1731 F SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

This is a compulsory non-credit course to be taken by every full-time student as part of the academic program during each year of residence within the department. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to provide a regular forum for academic discussion in the department.
Staff, Regular Session

1732 S SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

Description as for 1731F.
Staff, Regular Session

1752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703 F WORKSHOP: TOPICS IN THE POLITICAL ECONOMY OF EDUCATION

Each year a single theme is chosen, and students are invited to develop a topic related to the theme for discussion and analysis. Included among past themes have been: education and inequality, the political economy of education (using a socialist conceptual framework), and educational planning for disadvantaged groups in Canada.
M. L. Handa, Regular Session

3704 S MANAGEMENT MODELS FOR EDUCATIONAL INSTITUTIONS

This seminar deals with alternative managerial approaches to system-wide planning for postsecondary institutions under varying demographic conditions and financial support. The role of advisory/buffer/intermediary bodies, provincial faculty associations, student unions, and other research agencies is

examined in the context of annual budgeting, information analysis, and long-range planning at the system/government interface. Impact of the federal government on system-wide management and planning of postsecondary education is analysed.
G. S. Tracz, Regular Session

3708 F SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson,* Regular Session

3711 F,S SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy decisions.
S. Padro, Regular Session

3713 F SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 1731F (non-credit), but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during the period of resident study.
Staff, Regular Session

3714 S SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 3713F.
Staff, Regular Session

3715 F,S DIRECTED RESEARCH IN ADVANCED DEMOGRAPHIC ANALYSIS

This course is designed to meet the needs of students interested in special topics and methodology in demography beyond the introductory level. It concentrates on areas such as fertilIty, migration, mortality, labor force, population projection, etc., selected with a view to the students' particular backgrounds and needs.

Prerequisite: 1705S or equivalent.
B. B. Macleod, Regular Session (offered as required)

3716 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session (not offered in 1979/80)

3717 S EDUCATIONAL POLICY ANALYSIS I: MIGRATION, RACIAL ISSUES, AND PROBLEMS FOR EDUCATIONAL POLICY

The subject is interconnections among immigration, racial issues, and educational policy. Educational policy is

treated both as reaction to and determinant of changes in immigration. The contemporary educational system in Ontario is a special concern, but migration is also examined as an influence both past and present on educational policies in other provinces and other countries.
J. W. Holland and *B. B. Macleod,* Regular Session

3721 Y TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned under "Program of Study" for the Ed.D. in the "Programs of Specialization" section above. While this course has been designed for Ed.D. students, those students in a Ph.D. program may be considered where background and program needs are appropriate.

Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 Y TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.
E. H. Humphreys and staff (offered as required)

3752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752F,S,H, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Educational Administration: 1017F,S,H, 1029F,S,H, 1030F,S,H

Measurement, Evaluation, and Computer Applications: 1520F,S,H, 1525H

Higher Education Group

*CHARLES E. PASCAL, *Ph.D. (Michigan)*
Associate Professor, and Chairperson of the Higher Education Group; and Director of Ontario Universities Program for Instructional Development
(design and evaluation of instructional systems; research in higher education)

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor, and University Historian, University of Toronto
(history and philosophy of higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed to Educational Planning
(decision-making processes in postsecondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

P. NIALL BYRNE, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from the Faculty of Medicine, University of Toronto

DANIEL W. LANG, *Ph.D. (Toronto)*
cross-appointed from the University of Toronto; Director of University Planning and Analysis; Editor, Canadian Journal of Higher Education
(planning and policy development; finance; inter-institutional systems; and history of higher education)

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

*Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed.

ASSOCIATED INSTRUCTORS:

MARNI DE PENCIER, *Ph.D. (Toronto)*
Assistant Secretary to the Council of Ontario Universities

JOHN G. DIMOND, *Ph.D. (Toronto)*
Executive Assistant to the Vice-President, Campus and Community Affairs, University of Toronto

LUCILLE C. PESZAT, *M.Ed. (Toronto)*
Dean, Health Sciences Division, Humber College of Applied Arts and Technology

GWENDOLINE PILKINGTON, *Ph.D. (Toronto)*
Special Lecturer in Communication and Research Methods, Concordia University, Faculty of Graduate Studies (Commerce); presently engaged in writing the history of the Association of Universities and Colleges of Canada

WALTER G. PITMAN, *M.A. (Toronto)*
President, Ryerson Polytechnical Institute

NORMAN SISCO, *B.A. (Toronto)*
Former Chairman of the Ontario Council of Regents for Colleges of Applied Arts and Technology

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Research Associate, Division of Studies in Medical Education, and Assistant Professor, Department of Family and Community Medicine, Faculty of Medicine, University of Toronto; Educational Consultant, Office of Educational Development, University of Toronto

OTHER OISE MEMBERS INVOLVED IN HIGHER EDUCATION WHO MAY BE

CALLED UPON FOR INSTRUCTION AND SUPERVISION:

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, Sociology in Education

J. ROBY KIDD, *Ed.D. (Columbia)*
Professor, Adult Education

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department of Curriculum

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor, and Chairperson of the Department of Measurement, Evaluation, and Computer Applications

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor, Department of Applied Psychology

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor, and Chairperson of the Department of Adult Education

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, Educational Planning

CICELY WATSON, *Ph.D. (Harvard)*
Professor, Educational Planning

PROGRAMS OF SPECIALIZATION

Courses in Higher Education are designed for students pursuing one of three types of career:

(a) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education;

(b) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;

(c) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enrol in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 10 to 12 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates to have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science.

However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Higher Education Group.

CERTIFICATE PROGRAM IN HIGHER EDUCATION

The program is essentially designed to assist persons who occupy administrative positions below the level of middle and upper management in postsecondary institutions (e.g., administrative assistants, officers) who are either inadmissible to degree programs or unable to devote the time required to complete a graduate degree. The program includes: *(a)* a systematic orientation to the full range of problems which relate to postsecondary education; *(b)* an opportunity to develop specific research skills which are relevant to the areas of administration in which the students are interested.

Students participate, on a part-time basis (work equivalent to one half-course per term), over a period of two years.

The Certificate Program in Higher Education has three parts:

(a) A specially designed course entitled Basic Issues in Postsecondary Education, modeled on the degree course currently offered by the Higher Education Group (HEG) entitled Recurrent Issues in Higher Education, to be taken during the first year. Like the existing course, Basic Issues is designed to acquaint the student with the full range of issues which characterize postsecondary education and thus to orient the student to the field as a whole. It consists of a systematically arranged sequence of two-hour seminars, that is, a series of topics presented in a definite order and with specifically assigned readings for each session. In most instances, a seminar begins with introductory comments by the instructor, followed by reports by particular students on assigned readings and general discussion. In addition, a great deal of attention is paid to the problems of presenting written assignments; each of these assignments involves an interview with the instructor after the report has been marked. This course will be offered after hours.

(b) The successful completion of a regular HEG half-course selected by the student in consultation with the instructor in charge of the practicum (described below). This course is normally taken in the first term of the second year.

(c) The successful completion of a specially arranged practicum in which the student, under the direction of a supervisor, who will normally be a staff

member in the student's institution, and under the general supervision of an HEG instructor in charge of these practica placements, will carry out a research project or study on a topic of interest and concern to both the student and the institution.

For further information or application, please contact: Coordinator, Certificate Program, Higher Education Group, Room S950, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students without teacher certification are required to take ten half-courses. All students must take 1803Y. The remaining program will be designed individually with each student.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an "extended" M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a graduate with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 11 and 12 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible.

Program and Pattern of Study

(a) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S.

(b) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(c) A minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S. A thesis is required.

PROGRAM AREAS

The Higher Education Group courses (and several courses from other departments directly appropriate for students in the Higher Education Group) are listed according to three areas of specialization. Courses in each area are listed in parentheses.

1. *Studies in Higher Education* (1801F, 1802S, 1807Y, 1808Y)
2. *Teaching, Learning, and Curriculum* (1814F, 1815S, 1816S, 1817F, 1818H, 3980H)
3. *Institutional Research, Planning, Administration* (1809F, 1813F, 3704S)

A fourth category, Special Courses, lists special interest courses (1805F, 1812S, 1848S, 3902F).

Note: Some courses are given in alternate years. Please write to the Department to get specific listings and instructors for the next academic year.

COURSES

A course is identified as Higher Education when the first two digits are 18 or 38.

1801 F THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA I: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century with particular reference to the period since 1950. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
Staff

1802 S THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA II: RESEARCH SEMINAR

An opportunity for those who have taken 1801F to examine, in depth, a particular area of interest and to produce and present a research paper to the seminar.

Prerequisite: Permission of the instructor for those who have not taken 1801F.
Staff

1803 Y RECURRENT ISSUES IN POSTSECONDARY EDUCATION

An examinaton of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided. The seminar will examine the relevance of the particular disciplines which can be drawn upon to resolve particular problems in postsecondary education, notably economics, history, philosophy, political science, psychology, and sociology.
Staff

1805 F THE COMMUNITY COLLEGE

An examinaton of the development of non-degree-granting institutions and an analysis of the problems which face such institutions. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within colleges and the community.
Staff

1807 Y SYSTEMS OF HIGHER EDUCATION

A descriptive and analytical treatment of a variety of systems of post-compulsory (higher and further) education, with special attention to the structure of the total system, including the foundations upon which it rests and the social, political, cultural, and ideological factors which have shaped it. The Canadian scene is considered in depth first, in conjunction with an examination of the comparative approach to the study of systems of

education, followed by a thorough analysis of two or more other systems. Particular attention is paid to the contemporary influences at work on the trend from autonomy to systems – the drive toward coordination and the demand for public accountability.
Staff

1808 Y THE IDEA OF THE UNIVERSITY
An examination of the evolution of the concept of higher education with particular reference to its emergence in the ancient world, its initial crystallization in Medieval Europe, the amendments developed during the Renaissance and the Enlightement in Europe, and the redefinitions resulting from the introduction in the nineteenth and twentieth centuries of the functions of research and community service.
Staff

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES
A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
Staff

1812 S EDUCATION AND THE PROFESSIONS
An examination of the present status of professional education in universities and other postsecondary institutions and an analysis of the basic educational problems of particular professions and paraprofessions. While the initial seminars will be devoted to the characteristics and problems which the professions appear to have in common and to clarifying the distinction between professional, paraprofessional, and vocational education, the focus of the course for the individual student will be based on the professional field in which he or she is primarily engaged.
Staff

1813 F RESEARCH IN THE UNIVERSITY
An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
Staff

1814 F CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION
A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

1815 S TEACHING IN INSTITUTIONS OF HIGHER EDUCATION
A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

1816 S CONCEPTIONS OF LEARNING IN HIGHER EDUCATION
An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

1817 F RESEARCH METHODS IN HIGHER EDUCATION
A systematic analysis of methods for researching problems in postsecondary institutions. Case studies drawn from both the literature of educational and institutional research will be used to illustrate appropriate research models for dealing with problems in higher education.
C. E. Pascal

1818 H EDUCATIONAL DEVELOPMENT STRATEGIES IN POSTSECONDARY INSTITUTIONS
An evaluation of attempts to improve

postsecondary institutions as learning environments including instructional development and evaluation programs and student service programs. Institutional variables such as the "reward system," departmental structure, etc., will be examined.
Staff

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION
This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
Staff

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1820F,S,H.
Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852F,S,H but at the doctoral level.

The following courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs:

ADULT EDUCATION
1100F,S,H Outline of Adult Education; 1101F,S,H Program Planning in Adult Education; 1106F,S,H Small-Group Experience and Theory; 1110F,S,H Basic Processes in Facilitating Adult Learning; 1113F,S,H The Maturation Process and Adult Learning; 1119F,S,H The Social and Institutional Context of Adult Counselling; 1120F,S,H Foundations of Adult Counselling; 1125F,S,H Adult Basic Education; 1131F,S,H Special Topics in Adult Education; 1135F,S,H Organization Development; 3107F,S,H Social Foundations of Adult Learning; 3111F,S,H Theories of Psychological Development During Adulthood; 3112F,S,H Educational Gerontology; 3124F,S,H Advanced Seminar: Basic Processes in Facilitating Adult Learning; 3125F,S,H Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3131F,S,H Special Topics in Adult Education

APPLIED PSYCHOLOGY
1210F,S,H Learning Styles and Teaching Approaches; 1236F,S,H Psychology of Educational Change; 3222F,S,H Analysis of Teaching Strategies

CURRICULUM

1309F,S,H Clinical Analysis of Teaching; 1358F,S,H Strategies for Implementing Curriculum Innovations; 1360F,S,H Evaluation of Curriculum and Instruction; 1378F,S,H Schooling and Outcomes Not Traditionally Assessed; 3360F,S,H Analysis of Curriculum Evaluation Issues

EDUCATIONAL ADMINISTRATION

1012F,S,H Clinical Analysis of the Administrative Process; 1018F,S,H The Political Organization of Education; 1022F,S,H The Social Context of Administration; 1030F,S,H The Legal Context of Education; 1032F,S,H Administration of Community Colleges; 3013F,S,H Dynamics of Organizational Behavior; 3021F,S,H Dissemination and Utilization of Knowledge in Education

EDUCATIONAL PLANNING

1715F Methodology for Policy Research; 1725F,S,H Analysis of Educational Decision-Making; 3704S Management Models for Educational Institutions; 3708F Seminar: Controversial Educational Issues in Development Planning; 3711F,S Simulation and Gaming for Educational Decision-Making

HISTORY AND PHILOSOPHY OF EDUCATION

1400,F,S,H History of Education in Antiquity and the Middle Ages; 1401F,S,H History of European Education (Renaissance, Reformation, Early Modern); 1402F,S,H History of Modern European Education; 1403F,S,H History of Education in Canada; 1420F,S,H Social History and Education; 3445F,S,H Advanced Problems in the Philosophy of Science and Science Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

1500F,S,H Computers and Individualized Instruction; 1501F Computer-Guided Instruction; 3535S Simulation Models of Cognition and Learning; 1659F,S Evaluation of Current Issues in Ontario Education; 3610S Evaluation Methodology and Theory

SOCIOLOGY IN EDUCATION

1903S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education; 1909F,S,H Practical Problems in Educational Innovation; 3902F Educational Systems and Social Change

History and Philosophy of Education

IAN WINCHESTER, *D.Phil (Oxford)*
Associate Professor, ~~and Chairperson of the Department~~
(philosophy of science; philosophy of language; theory of knowledge; philosophy of traditions; the history and philosophy of seventeenth-century science; social history in relation to educational issues in Canada)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry; religious education)

*DWIGHT R. BOYD, *Ed.D. (Harvard)*
Assistant Professor
(moral education; ethical issues in education; interface between philosophy and psychology; developmental education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

GERALD L. CAPLAN, *Ph.D. (London)*
Associate Professor
(developing countries; African studies; Canada's relationship with the Third World; politics and ideology in Ontario)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history; philosophy of social science; social studies education; Canadian studies; moral development in penal reform)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

JAMES S. HOCKLEY, *M.A. (Oregon)*
Lecturer, cross-appointed to the Franco-Ontarian Centre
(European education and intellectual history; Modern France; the Renaissance)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(program development and evaluation; innovative and alternative schools and programs; the culture of the school; school–community issues)

DAVID C. LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, and Assistant Director (Academic), OISE
(comparative and international education; multiculturalism and Canadian education)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

E. CHRISTOPHER OLSEN, *Ph.D. (London)* (Ch
Associate Professor
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth-century Ontario; history of American education; history of women and the family; history of women teachers)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed from Applied Psychology

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

M.A. in History and/or Philosophy of Education

Ed.D. in History and/or Philosophy of Education

Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within history/philosophy of education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an intitial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in history or philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education; this program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Full-time candidates will be admitted to a one-year program for this degree, provided history and/or philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in history and/or philosophy by graduates from other universities. In certain cases, some additional course work or reading in history and/or philosophy may be required. A part-time Master of Arts degree is also offered.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in history and/or philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Departments of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in history and/or philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(a) Three half-courses in History and/or Philosophy of Education.

(b) Two half-courses, or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(c) One elective half-course, normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(d) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the November convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1*. This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see page 11), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(a) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(b) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to undertake the Ed.D. seminar (two half-course credits) and two practica (each one half-course credit) under the guidance of individual faculty members.

(c) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focusses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires three years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in history and/or philosophy of education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(a) Two half-courses in History and/or Philosophy of Education.

(b) An outside minor consisting of two half-courses or the equivalent, normally taken in the Departments of History or Philosophy of the School of Graduate Studies.

(c) Two elective half-courses, normally, but not necessarily, in History and/or Philosophy of Education.

(d) A thesis.

Note: Normally, the required six half-courses will be completed in Year 2.

As eight half-courses are required for the Ph.D. and only two may be transferred from Year 1, students should make sure that the courses selected in Year 2 provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

INTERNATIONAL EDUCATION STUDY TOUR

The Office of International Education, in conjunction with the Department of History and Philosophy of Education, is introducing an International Study Tour during Summer Session 1979.

The 1979 Summer Session Tour will consist of two half-courses at Trinity Hall, Cambridge, England. The object of the program is to enable the study of OISE courses in a relevant setting abroad.

This year the courses being offered are:

1407 H History of Modern British Education
1409 H Education, Radical Culture, and Self-Help: The Historical Setting of Adult Education

OISE faculty members in conjunction with faculty of the Education Department at Cambridge will be involved in both these courses. It is planned that these courses will include field trips from Cambridge to local educational institutions, libraries, and archives.

The estimated cost of travel, room and board (at Trinity Hall), fees, and incidentals is $1600.

The minimum enrolment is twelve, and the deadline for written applications is February 15, 1979.

For further information and application forms, write to: Dr. Ian Winchester, Chairperson, Department of History and Philosophy of Education, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrolments would preclude this.

Although the following courses are listed in the Bulletin, not all are offered in any given year. An element of uncertainty is caused by members of staff going on sabbaticals or leaves of absence, or being seconded to other appointments. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of the Coordinator of Graduate Studies, or in the Department of History and Philosophy of Education.

1400 F,S,H HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.

J. S. Hockley

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.

J. S. Hockley

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Problems of special interest to Canadians are considered in their European context: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements. (See also 3402F,S,H.)

J. S. Hockley

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its

critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1406 F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES

Staff (not offered in 1979/80)

1407 F,S,H HISTORY OF MODERN BRITISH EDUCATION

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. C. Levine or staff

1409 F,S,H EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements, with particular reference to Great Britain. This course examines various antithetical factors in the history of adult education: communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

An exploration of American educational patterns, ideas, and practices, with special emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES

Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.

Prerequisite: 1410F,S,H or permission of the instructor.
A. Prentice and *H. Troper*

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY

The aim of the course is to examine the present and potential role of education in multicultural societies and, in particular, Canadian society. Special attention is paid to the social and political controversies surrounding issues such as minority schooling and the language of instruction.
Staff

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political

considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION

The implication of social history for contemporary social studies and history instruction. The course will explore approaches to integrating the concepts, methods, and themes of social history into social studies and history courses.

Prerequisites: Four of the following, or permission of the instructor: 1421F,S,H, 1422F,S,H, 1423S,H, 1426F,S,H, 1427F,S,H, 1428F,S,H, 3420F,S,H, or 3428F,S,H.
Staff

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION

An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance. This course will focus on recent developments and current problems in historical research in this field.
A. Prentice

1422 F,S,H THE FAMILY IN HISTORY

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. C. Levine

1423 S,H HISTORY OF THE FAMILY IN CANADA

This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is hoped that students in the course will already have taken 1422F,S,H or received permission of the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. C. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

This seminar combines a historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community with an in-depth examination of one such organization or movement in the Toronto area, using available primary material as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. C. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This

course is best taken in conjunction with 1421, but may be taken independently.
A. Prentice

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
Staff

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430F,S,H or 1431F,S,H except by permission of the instructor.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.
E. C. Olsen

1434 F,S,H PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

A course introducing foundations for concepts and practices of schooling, education, and democracy, based on Dewey's classical work. Conservative, progressivist, and deschooling conceptions of schooling and education will be considered. The role of education in the development of political consciousness will be discussed as well as the Marxist tradition of political and social criticism. This course is for students with little or no background in philosophy.
D. Misgeld (not offered in 1979/80)

1435 F,S,H DEMOCRACY AND EDUCATION

An introduction to educational theory based on some aspects of contemporary political and social theory. Topics: The concepts of democracy and education in the light of recent debates about the crisis of democracy and industrial society. The fate of centrally valued ideals of the liberal democratic tradition (justice, equality, freedom) and the corresponding educational policies in terms of these theories of crisis. Implications for value theory. Marxism and liberalism. Social services, the welfare state, and education. Authors such as Macpherson, Heilbroner, Friedenberg, Illich, Bowles, and Gintis will be considered. No formal background in philosophy required.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN EDUCATION

This course focusses on selected ethical issues embedded in educational theories and practices. Conceptions of education are interpreted in terms of normative constraints on aims, methods, and subject matter. The nature of these constraints is examined in light of general ethical theory and by contrasting justifications of traditional views of liberal education with selected critiques of these views. Consideration is also given to how value issues are manifested in contemporary educational controversies and changes.
D. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the

following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. Boyd

1443 Y VALUES EDUCATION PRACTICUM

The purpose of this practicum is to deal with some of the theoretical and practical problems arising in the conception, organization, design, teaching, and evaluation of values education programs. Initially, this will involve the examination of contemporary theories of values, major approaches to values education, alternative program organization, procedures, materials, teaching strategies, and modes of evaluation of discussions, exercises, and programs. Thence the concepts and theories will be applied and tested by the members of the practicum in a variety of settings, such as elementary schools, secondary schools, special education classes, alternative schools, training schools, and adult groups. Throughout the practicum the focus will be on the problems and concerns of the members of the practicum.
J. A. Eisenberg

1445 F,S,H THE PROBLEM OF A PHILOSOPHICAL ANTHROPOLOGY AND ITS IMPLICATIONS FOR EDUCATION

D. Misgeld (not offered in 1979/80)

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
D. Boyd and *J. A. Eisenberg*

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg (not offered in 1979/80)

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL

A seminar to view and discuss a number of critical portrayals and interpretations of everyday life in school settings. The "culture of the school" refers to the taken-for-granted rules, values, and beliefs that give meaning and direction to life in schools. The relationship of school culture to contemporary North American culture will be an ongoing concern as well. This course would be useful background for 1456F,S,H, Alternative Schools.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS

A consideration of the historical and philosophical foundations of alternative schools, the relationship between educational alternatives and alternative conceptions of modern society, problems entailed in efforts to design, develop, and maintain alternative school programs, and limitations on alternative schooling as a strategy for educational and societal reform.
M. A. Levin

1464 F,S,H CANADA AND UNDERDEVELOPMENT

A seminar course including the following topics: the nature and process of underdevelopment; the relationship between rich and poor countries; Canada as both an underdeveloped and a developed nation; education as a tool for underdevelopment; the nature and content of Canadians' understanding of underdevelopment. See also 1465F,S,H.
G. L. Caplan

1465 F,S,H RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES

A research seminar based on topics covered in 1464F,S,H. A logical extension of 1464F,S,H and open only to those students taking 1464F,S,H in the first term, or by permission of the instructor.
G. L. Caplan

1480 F,S,H RELIGIOUS EDUCATION

An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education, including style of teaching, teacher–student attitudes, problems of elementary and high school years, designing class sessions, etc.
C. M. Beck

3402 F,S,H PROBLEMS IN THE HISTORY OF MODERN EUROPEAN EDUCATION

European pedagogical theories and practices since the eighteenth century in relation to cultural and intellectual history. Probable focal points include: traditional pedagogies (Jesuit, neo-humanist); Enlightenment philosophy (epistemology, concepts of man); utilitarianism, positivism, evolutionism, structuralism; the Nature School, European New School movement; civic instruction, popular culture. This course complements 1402F,S,H but may be taken independently of it.
J. S. Hockley

3403 F,S,H HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut

3420 F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

I. Winchester, D. Levine, and *A. Prentice* (not offered in 1979/80)

3424 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, and emphasizing the social and political context of educational change. Students will be involved in a research project.

Prerequisite: 1403F,S,H or permission of the instructor.

A. Prentice

3426 H THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canada possess a unique political culture? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent?

Staff

3427 H RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

Staff (not offered in 1979/80)

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427F,S,H, 1428F,S,H, or permission of the instructor.

H. Troper

3434 F,S SCHOOLING AND EDUCATION

A seminar to discuss critically different conceptions of the nature and functions of schools in modern society. Among the critiques of modern schooling to be read and discussed are those of Callahan, Dreeben, Friedenberg, Goodman, Henry, Holt, Illich, Neill, Oliver, and Stephens. Each student will be expected to do a seminar presentation and/or paper.

M. A. Levin (not offered in 1979/80)

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine: education as an aesthetic experience; education for appreciation of art; art as education.

I. Winchester

3441 Y RESEARCH SEMINAR IN MORAL EDUCATION

An advanced seminar based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.

D. Boyd

3444 F,S,H HERMENEUTICS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenom-

enological and ethnomethodological sociology.
D. Misgeld

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with the instructor.
I. Winchester

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
I. Winchester

3448 F,S,H THEORY AND PRACTICE: THE RATIONALITY OF PRACTICAL INQUIRIES IN EDUCATION

A seminar course intended to bring together philosophers and sociologists with knowledge of phenomenology and/or ordinary language philosophy or ethnomethodology. Philosophical and sociological theories of practical reasoning will be studied. Various criteria for the rationality of practical action will be examined and critically turned against the idea that criteria of rationality can be formulated without considering how they are applied in daily situations of discourse and action. The import of these ideas will be indicated for the area of policy deliberation (in education) as a type of practical deliberation. The Marxist concept of theory and practice will be reinterpreted on the basis of the orientation outlined.
D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Probably considered in the program will be such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity.
J. A. Eisenberg (not offered in 1979/80)

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Students will write two carefully developed papers in philosophy of education and present each to a different member of staff for intensive discussion.
Staff

3464 F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensively. Attention may focus on a particular problem or a particular region.
Staff

3479 F,S,H PSYCHOLOGICAL DIMENSIONS OF SOCIAL ETHICS

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.
E. V. Sullivan

3480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F above.

3494 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494H.
Staff

Note: Students in the Department of History and Philosophy of Education may take 3204F,S,H Ethical Issues in Psychological Research and Practice, offered in the Department of Applied Psychology, to fulfil one of the Philosophy requirements in this department.

Measurement, Evaluation, and Computer Applications (MECA)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor, and Chairperson of the Department
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, and Coordinator of Research and Development Studies, OISE
(computer-assisted instruction; Franco-Ontarian studies; research and development in educational innovation)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Assistant Professor
(physics, chemistry, and general science test development; tailored testing; simulation techniques for evaluating problem-solving)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RAYMOND LAMERAND, *D.ès L. (Neuchâtel)*
Assistant Professor, cross-appointed from the Franco-Ontarian Centre
(français and anglais in the curriculum; uses of language laboratories and programmed instruction)

PETER H. LINDSAY, *Ph.D. (Toronto)*
Associate Professor
(information processing theories of perception, memory, and language comprehension; computer applications to education of the disadvantaged; computer simulation models)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Supervisor, Media Services
(data analysis; evaluation)

*ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(scaling theory and analysis of categorical data)

*Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre, cross-appointed to Curriculum
(measurement and program evaluation)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Head, Educational Evaluation Centre
(educational measurement and evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS:

A. BRIAN DURELL, *Ph.D. (Toronto)*
Assistant Professor, Faculty of Education, University of Toronto

RICHARD PIERCE, *B.A. (Miami)*
Project Director in the Office of the Assistant Director

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

GRAHAM F. SCOTT, *B.A. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

In general, the M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills for practical applications. The M.A. and Ph.D. programs emphasize more theoretical study. Programs are tailored to the needs of individual students. Some possible programs of specialization are discussed below.

Measurement and Evaluation
The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 35).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in educational evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are expected to begin their program on a part-time basis, arrangement for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The major orientation of M.A. and Ph.D. programs in measurement and evaluation is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to utilize this methodology and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students in a one-year master's program must take four of the required six half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this specialty they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S. These courses do not necessarily have to be taken during the M.A. year, but a student must have completed them, or their equivalent, before the completion of the Ph.D. degree. Ph.D. students must take at least four 3600-level courses.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in quantitative computer techniques. Successful completion of 1503F,S,H or 1520F,S,H or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Computer Applications

The M.Ed. program in this specialty emphasizes practical applications of computers in the educational environment. Typical programs include 1500F,S,H, 1503F,S,H, and two other courses in this specialty. An Ed.D. program is also possible through individual arrangement.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, 1504F,S,H, a computer applications specialty course, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and University of Toronto departments such as Psychology and Computer Science.

Off-Campus Courses in MECA

The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1979 Summer Session and the 1979/80 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
All full-time students are required to take the Miller Analogies Test. In addition, all doctoral candidates are required to take the Graduate Record Examinations. Please see pages 16 and 17.

A brochure describing typical programs of study is available from the department and should be consulted by all applicants.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

The following courses are applicable to both specialties: 1504F,S,H, 1520F,S,H.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION
An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
L. D. McLean, Summer Session and Regular Session (after hours)

1501 F COMPUTER-GUIDED INSTRUCTION
Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.

Prerequisites: 1503F,S,H and 1500F,S,H or permission of the instructor.
W. P. Olivier and *I. R. Rubincam,* Regular Session (after hours; offered in 1979/80 and alternate years)

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION
An introduction to computer programming and its applications in instructional environments; a general introductory course emphasizing experience with computers including the OISE DEC-SYSTEM-10 and the University of Toronto IBM System 370. The students will gain experience using several problem-solving languages in a range of educational and research applications. No previous computer experience is necessary.
P. H. Lindsay and *R. S. McLean,* Summer Session and Regular Session (daytime and after hours)

1504 F,S,H RESEARCH PRACTICUM IN MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS
Techniques of data analysis and computer applications in applied behavioral research are illustrated in the development, implementation, and analysis of

specific research projects. The students will also become acquainted with the various technical support resources applicable to a master's or doctoral thesis and will be given a forum to develop and present their own thesis ideas. All MECA students preparing for a thesis should consider this course; students in other departments in the Institute may enrol by permission of the instructor.
P. H. Lindsay, Regular Session (daytime)

1505 F INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.
W. P. Olivier and *I. R. Rubincam,* Regular Session (after hours; alternate years; not offered in 1979/80)

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503F,S,H.
R. G. Ragsdale, Regular Session (offered as required)

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H.
R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; alternate years; not offered in 1979/80)

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503F,S,H or permission of the instructors.
R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; offered in 1979/80 and alternate years)

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Application to formal educational settings of the study of the equipment, software, and activities of the individual who computes as a hobby. Influences on education of the widespread availability of computing outside school. Student projects will include the development of microcomputer projects applicable to education.
R. S. McLean, Summer Session and Regular Session (after hours)

1520 F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: Some statistical background.
L. D. McLean and *R. G. Wolfe,* Regular Session (daytime)

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning. Topics include the principles of systems analysis, management information systems, and uses of the computer for strategic, tactical, and

operative decisions. The course uses the vehicle of computer simulation techniques and specific field-related case studies, as well as providing the opportunity for students to gain first-hand experience with the use of computer programs for decision-making at the administrative level.
S. Padro, Regular Session (after hours; offered in 1979/80 and alternate years)

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL
A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)
Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION
A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.
Prerequisite: 1503F,S,H.
R. S. McLean, Regular Session (offered as required)

3535 S SIMULATION MODELS OF COGNITION AND LEARNING
Information processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
P. H. Lindsay, Regular Session (daytime)

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)
Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)
A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale, Regular Session

MEASUREMENT AND EVALUATION COURSES

1601 F DESCRIPTIVE STATISTICS (Non-Credit)
Students enrolling in courses 1610F, 1611F,S, or 1660F,S, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis, A. Even, and *R. G. Ragsdale,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 H ELEMENTS OF TEST THEORY
Classical test theory, generalizability theory, item analysis and test assembly,

scoring and equating, matrix sampling, introduction to latent trait theories.

Desirable background: Completion of or concurrent registration in 3666F,S.
R. E. Traub, Regular Session (after hours)

1610 F INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F (Non-Credit) or equivalent.
A. Even and *R. G. Ragsdale,* Regular Session (after hours)

1611 F,S ESSENTIALS OF PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the psychological theories underlying the most frequently used psychological tests, and actual experience in the administration of tests and in the interpretation of test results.

Prerequisite: 1601F (Non-Credit) or equivalent.
S. A. Alvi, A. Even, and *S. B. Khan,* Summer Session and Regular Session (daytime and after hours)

Note: Students may not take both 1610F and 1611F,S for credit in a degree program in this department.

1615 S TEST CONSTRUCTION

Practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisite: Permission of the instructors.
M. W. Wahlstrom and *J. Weiss,* Summer Session and Regular Session (after hours)

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.
J. Weiss, Regular Session (daytime)

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The "current issues" in focus will be chosen individually by the students in the course. They will serve as vehicles through which the various processes related to evaluation of issues are pursued. Critical reading of research reports and other literature, the fundamentals of measurement, designs for data gathering, and statistics constitute the basic processes by which the current issues selected may be studied. The course reading will emphasize both the substance of the chosen current issue, as well as the measurement, design, and statistical issues that relate to it. No previous sophisticated mathematical preparation is required for the course.

Prerequisite: Permission of the instructor.

H. H. Russell, Summer Session and Regular Session (after hours)

1660 F,S INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F (Non-Credit) or equivalent.

M. D. Ellis, M. W. Wahlstrom, and staff, Summer Session and Regular Session (after hours)

1664 F MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.

R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff, Summer Session and Regular Session (daytime and after hours)

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.

R. P. McDonald, Regular Session (after hours)

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation and integration of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (after hours)

1677 S ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change, discussion of selected measurement techniques, and review of selected empirical research on attitude change and its relevance for education.

S. B. Khan, Regular Session (after hours)

1680 F ELEMENTS OF SCALING

Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, dual (optimal) scaling, and metric and nonmetric multidimensional scaling.

S. Nishisato, Regular Session (after hours)

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (daytime; offered in 1979/80 and alternate years)

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S.

R. E. Traub, Regular Session (daytime; alternate years; not offered in 1979/80)

3606 Y PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media, study of evaluation methods, and application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.

L. D. McLean and *R. Pierce,* Regular Session (daytime; offered in 1979/80 and alternate years)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; response domains; personality change; moods and states; method variance; relation to measures of the environment; computer models of personality; classification and typologies; group bias in testing; actuarial prediction and prediction models.

Prerequisites: 1670F and 3666F,S, or equivalents, plus a course in personality

measurement or assessment.
Staff, Regular Session

3610 S EVALUATION METHODOLOGY AND THEORY
Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F or equivalent.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; offered in 1979/80 and alternate years)

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS
Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).
D. F. Burrill, Regular Session (daytime)

3637 S ADVANCED SCALING THEORY
Detailed examination of dual scaling (optimal scaling), advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato, Regular Session (after hours; offered in 1979/80 and alternate years)

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1652F,S,H, but at the doctoral level.

3666 F,S INTERMEDIATE STATISTICS AND RESEARCH DESIGN
Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, Latin square, composite, repeated measurements); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H, or equivalent, or permission of the instructors.
R. P. Bhargava, D. F. Burrill, and *S. Nishisato,* Summer Session and Regular Session (daytime and after hours)

3667 F ANALYSIS OF VARIANCE
Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS
Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal

component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents, plus some knowledge of matrix theory and calculus; or permission of the instructor.
R. P. Bhargava, Regular Session (daytime; offered in 1979/80 and alternate years)

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even, Regular Session (offered as required)

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even, Regular Session (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
R. P. McDonald and staff, Regular Session (daytime; alternate years; not offered in 1979/80)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H
Curriculum: 1360F,S,H, 1362F,S,H

Sociology in Education

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process with a focus on the roles of students, parents, teachers)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(classroom interaction; socialization; policy and program development; social change; general theory)

MARGRIT EICHLER, *Ph.D. (Duke)*
Associate Professor
(sociology of women and sex roles; cross-cultural differences in gender relations; sex role socialization; religion; social movements)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; qualitative methodology; ethnomethodology; relevance of phenomenology and ordinary language philosophy to sociology)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

*FRANK MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(applied sociology; family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

†MARY O'BRIEN, *Ph.D. (York)*
Assistant Professor
(social and political thought; women's studies; Hegelian and Marxist studies in the family; ideology and education; sociology of literature)

C. PAUL OLSON, *M.A. (Princeton)*
Lecturer
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(phenomenological inquiries into children's culture; interpretive studies of knowledge; the social dimensions of the subjective world)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor

*Coordinator of Ed.D. program, to whom inquiries should be directed.

†Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.

(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto) Project Director in Sociology in Education*

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: course work in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these are flexible and interacting emphases rather than rigid enclaves:

FOCUS ON APPLIED SOCIOLOGY AND POLICY STUDIES IN EDUCATION

The department offers a number of courses which constitute a focus in applied sociology and policy studies. While other courses in the department present substantive topics, theoretical orientations, and methods which are relevant to the field of applied sociology, the following offer specialized training in that area: 1902F, 1911S, 1926S, 1929S, 1973F, 1990F, 1995F, 3902F, 3911F, and 3996S. In combination, these courses provide seminars, workshops, and field experience opportunities in such applied activities as planned change, policy analysis, program evaluation, organizational development, community organization, and action research. The faculty active in the above areas are available for assistance in organizing course programs. These include Andrew Effrat, Margrit Eichler, Michael Fullan, Edward Harvey, Frank Maidman, and Dorothy Smith. Also Gordon Cressy has major interest in this area.

FOCUS ON DIALECTICAL MATERIALISM AND EDUCATION

Faculty interested in applying variants of a dialectical materialist approach to the study of Political Economy, Ideology, and Education include Madan Handa, David Livingstone, Mary O'Brien, Paul Olson, and Dorothy Smith. The 1950F and 1951S courses serve as an introduction to this focus.

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory. The following courses furnish the basis for students to develop their own topics and research in the area: 1928F, 1930F, 1937S, 3928S (see course descriptions below). As well, informal and formal colloquia are organized throughout the year to further the study of this focus. The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organzing course programs: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult pages 45 to 46 of this Bulletin.)

FOCUS ON WOMEN'S STUDIES, GENDER RELATIONS, AND EDUCATION

The department has a special focus on women's studies and gender relations. Courses numbered 1907F, 1973F, 1974S, and 3972S represent a systematic grounding in this area, and information on other related courses can be obtained from Margrit Eichler, Mary O'Brien, and Dorothy Smith. The department currently houses the *Canadian Newsletter of Research on Women,* which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Several research projects within the department concern feminist studies, and work for assistantships can be done in connection with these projects.

EMERGING FOCUSES

In response to previously expressed student interest, the department is sustaining attempts to develop studies in Multiculturalism and in Underdevelopment and Dependency.

This year initiatives are being taken in two further areas:

Labor Studies. A number of new initiatives in the area of labor studies are being taken with a view to developing a certificate program as well as a new departmental focus in this area. This emerging focus ought to be of interest to both teachers and trade unionists.

Family Studies. We are attempting to develop additional courses to meet the special needs of practitioners and teachers in this area, which embraces home economics and related disciplines.

For up-to-date information on progress in these areas, students should contact the Graduate Studies Academic Secretary.

The department is currently offering some sections of existing courses off-campus in Kitchener–Waterloo, Hamilton, Timmins, New Liskeard, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1979 Summer Session and the 1979/80 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1.* New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 10 to 12. All incoming students without adequate preparation in sociology in education are encouraged to commence their program by taking 1900F.

Faculty liaison for part-time students is Dr. Mary O'Brien.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. Frank Maidman.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. Combined with 1910S, Sociology and the Working Teacher, this course provides an introduction to and integration of theoretical and practical aspects of Sociology in Education.
M. O'Brien and *E. Harvey,* Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
M. Fullan and *G. Cressy,* Regular Session (after hours)

1903 S SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

A review of the educational experiences of racial, ethnic, and religious minorities in Canada. Special attention is focussed on the specific problems of anglophone and francophone minorities, of native peoples, and of immigrants in urban schools. The course will analyse changing trends in the ethnic composition of school and community populations and the implications for educational policy-making. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues.
Staff, Regular Session (after hours)

1904 H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
M. O'Brien, Summer Session

1907 F FAMILY SOCIALIZATION AND EDUCATION

This course involves a critical review of existing literature on the family as related to education from a perspective oriented toward social change.
M. Eichler, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
C. P. Olson, Regular Session (after hours)

1909 F,S,H PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (after hours; offered alternately with 3911F)

1910 S SOCIOLOGY AND THE WORKING TEACHER

The course will provide an introduction to the uses of sociological perspectives and techniques by illustrating their applicabililty to a wide range of problem areas of contemporary concern, including changing enrolment patterns, the changing link between education and employment, and the changing social role of education.

Prerequisite: 1900F or permission of the instructors.
E. Harvey and *M. O'Brien,* Regular Session (after hours)

1911 S SOCIOLOGICAL POLICY RESEARCH METHODS IN EDUCATION

An examination, from a sociological perspective, of the non-statistical ways of identifying and analysing key problems in educational programs and policies. The basic methods examined will include participant observation, interviewing, evaluation research, the study of social impacts, the use of social indicators in field research, and basic tools for policy and program analysis. Interdisciplinary approaches to policy research, and non-statistical methods of projecting future trends.
E. B. Harvey, Regular Session (not offered in 1979/80)

1926 S ADOLESCENT DEVIANCE AND THE SCHOOL

The course will start with a study of theories of social deviance and the process of social typing, which will then form the ground for a systematic examination of the practical question of adolescent deviance in the school system. Field visits will be an important part of the course, as a means to study such institutional responses to adolescent deviance as special education and vocational schools.
Staff, Regular Session (after hours)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way knowledge is organized in society by specialists and laypersons alike. Semin-

ars include a review of background literature in phenomenological sociology, ethnomethodology, reality construction, and interpretive sociology as a basis for individual research projects involving field work or the analysis of historical and contemporary documents. Specific focal topics will change every year. The topic for 1979/80 is the sociology of rhetoric.
R. J. Silvers, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
M. Fullan and *G. Cressy,* Regular Session (after hours)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1935 S FUTURE SOCIETIES AND EDUCATION

Major approaches to the study of the future will be reviewed and compared in terms of: epistemological assumptions; projections of probable ecological, economic, political, and educational futures; sensitivity to public expectations and hopes about the future; and visions of preferable futures. Students will conduct case studies to identify practicable desirable futures on topics of their own choice.
M. Eichler, Regular Session (may not be offered in 1979/80)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1940 S COMPARATIVE EDUCATION: MAO AND GANDHI

The course focusses upon Maoist educational ideas in the context of the contemporary development and social change in China. The educational ideas of Mao will be studied as a part of his total thought and how this thought emerged as an alternative to the challenge that Western capitalism posed to China. The relevance of the Chinese model of mass literacy for other Third World countries will be covered. The relevance of some of the universal elements in the educational ideas of Mao to the Western societies in the context of the current crisis of capitalism will be examined. The course will also deal with the Gandhian educational alternative.
M. L. Handa, Regular Session (not offered in 1979/80)

1941 S UNDERDEVELOPMENT, DEPENDENCY, AND EDUCATION

The course will examine the relationship of educational structures to the socioeconomic processes of underdevelopment. The first part will deal with economic dependence of underdeveloped countries, and will try to clarify the role of education in the process of integration into the world market and the

transition from primary/agrarian production to dependent industrial development. The second part will deal with the role of educational systems within the ideological structures associated with underdevelopment and domination.
Staff, Regular Session (after hours)

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951S will constitute an introduction to students focussing on Dialectical Materialism and Education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours)

1951 S MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F, Marxism and Education I, prior to this course.)
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith*, Regular Session (after hours)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course, field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 S IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with an analysis of mythologies and popular belief systems and a general examination of the extent of ideological domination in contemporary societies. Research methods of understanding social concerns – including interview surveys, oral histories, and macro-analysis seminars – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policymakers' decisions.

D. W. Livingstone, Regular Session (after hours)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, Regular Session (after hours)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
A. Effrat, Regular Session (after hours)

1972 F,S,H EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on Women's Studies. This course is an acceptable prerequisite to 3972S.
M. Eichler, M. O'Brien, and *D. Smith,* Summer Session and Regular Session (after hours; 1979/80 *M. O'Brien*)

1973 F WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
D. Smith, Regular Session (after hours)

1974 S EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender role differentiation.
M. O'Brien, Regular Session (not offered in 1979/80)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
M. Fullan, Regular Session (after hours; may not be offered in 1979/80)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already

covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 F APPLIED SOCIOLOGY IN EDUCATION

The general objective of this course is to train students to utilize sociological knowledge, research, and intervention techniques in the practical work of an educational or other field setting. Although designed around student projects, the course will cover some general issues (ethics, entry into a client organization, client-practitioner relationships) as well as specific types of applied sociology (organizational development, community organization, problem-solving). The course is designed for students who have the interest and commitment to develop their own field project. This course may be taken in conjunction with 1995F and 3996S or independently.

Prerequisite: Permission of the instructor.
F. Maidman and staff, Regular Session (after hours)

1995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying sociological knowledge and methods to educational issues. Project design and implementation and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system.
F. Maidman and staff, Regular Session (after hours)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3907 F,S,H FAMILY PROBLEMS, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the first part there is a critical assessment of current literature on family factors related to school-relevant deviance, such as mental illness, school phobia, and problem behavior in school. The second part of the course focusses on the various modes of intervening in family structures and processes related to these deviant outcomes.
Staff, Regular Session (not offered in 1979/80)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; offered alternately with 1909F,S,H; not offered in 1979/80)

3928 S ADVANCED STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course will focus on selected empirical and foundational topics related to how knowledge and knowing are socially organized within various contexts, such as education, science, art, and everyday life.

Prerequisite: 1928F or permission of the instructor.

D. Smith, Regular Session (after hours)

3940 F COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then historical case study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F and 1951S or equivalent.

D. W. Livingstone, Regular Session (after hours)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.

M. L. Handa, Regular Session (daytime)

3960 S ADVANCED ISSUES IN SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

This course is intended as a complement to both the 3970F,S,H theory course and the 1960F methods course. The course will focus on the interaction and on the penetration in sociological research of theory and method; the course will furnish both quantitative and qualitative examples with proportions of each depending on various individual research topics. The course is intended to form the basis for the practical implementation of theory and design of individual research projects such as the student's thesis and/or other advanced research work.

Staff, Regular Session (may not be offered in 1979/80)

3970 F,S,H ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

This course will be a workshop on theory building adapted to individual participants' needs and interests. It will seek to "look back" at the evolution of each student's own theoretical conceptions and to draw some general lessons; to interrelate critically the students' current theoretical thinking and to look ahead to further development, especially as it might relate to thesis work. The formulation of thesis topics and problems will be discussed. Such resources as the theory construction literature and elements of the major substantive paradigms will also be considered.

Staff, Regular Session (may not be offered in 1979/80)

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

The seminar will focus on theories concerning sex structure, sex roles, sex status, and sex identity. Existing sociological paradigms will be examined with respect to their applicability to women, and new paradigms will be developed.

Prerequisite: 1972S, 1973F, 1974S, or permission of the instructor.

M. Eichler, Regular Session (daytime)

3980 H RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.

Prerequisite: One completed year of doctoral study.

Staff, Regular Session (daytime)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.

Staff, Regular Session

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION: II

See description for 1995F.

F. Maidman and staff, Regular Session (after hours)

Special Education

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor, and Chairperson of the Department
(hearing impairment; program evaluation; language disorders; women's studies)

WEBSTER R. CALLAWAY, *Ph.D. (Michigan)*
Assistant Professor
(interplay between biology and psychology in intellectual development, particularly the more efficient utilization of genetic information manifested in the child's periods of sensitivity to form perception and language acquisition)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Assistant Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

*JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychological manifestations of learning disabilities and their theoretical implications for cognitive development; effectiveness of early psychomotor intervention programs)

†ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor
(instructional systems design; use and evaluation of instructional media; educability of altered states of consciousness)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and

**Graduate Studies Academic Secretary, to whom inquiries for this department should be directed.*

†*The person to whom admission inquiries should be addressed.*

Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto) Psychological Consultant, Ministry of Community and Social Services*

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. Neither the Graduate Record Examination nor the Miller Analogies Test is compulsory, but candidates for any program should feel free to provide scores if they think it will aid the Committee in reviewing their candidacy. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available in the department.

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. Exemptions are decided upon jointly by the course instructor and the student's faculty advisor. The core curriculum consists of:

1280 F,S,H Exceptional Children and Youth
1288 F,S,H Seminar and Practicum in Special Education
1292 F,S,H Psychoeducational Assessment and Programming for Exceptional Children
1293 F,S,H Interpretation of Research in Special Education

Additional courses may be selected within the Department of Special Education or in other departments of OISE, or from graduate-level courses at the University of Toronto.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which constitute the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have taken at least three undergraduate courses, or the equivalent, in the behavioral sciences. If this is not the case, the following courses will be required in addition to the regular degree program:

1200 F,S,H Introduction to Educational Psychology

1201 F,S,H Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program. The QRP must be presented at a Departmental Seminar.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent. Since employment opportunities for students who complete a Master of Arts degree without teacher certification are becoming increasingly limited, the enrolment in the M.A. program has been decreased and there has been an increased emphasis on the M.Ed. program. Therefore, only a limited number of M.A. students will be admitted.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also encouraged to participate in colloquiums and informal research meetings organized by this department. The completed M.A. thesis must be presented at a Departmental Seminar.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have proved their practical effectiveness in the field of special education, and who intend to continue working in that field.

The degree program will consist of a minimum of eight half-courses and a thesis. The typical schedule will be a first year of part-time study involving two half-courses, followed immediately by a Summer Session of two half-courses, and a second year of full-time study involving four half-courses and at least initial work on a thesis. It is, however, understood that some candidates will find this sequence of part-time and full-time study impossible because of other commitments. In these cases, alternative arrangements can be made following discussion between candidate and faculty advisor.

Students applying to the Ed.D. program will be required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to their final acceptance into the doctoral program. Details pertinent to the criteria of an acceptable QRP may be obtained from the Graduate Studies Academic Secretary in the department. It should be noted that a QRP must be carried out under the supervision of two faculty members from the department. Prospective students are therefore strongly advised to make arrangements for such supervision *before* embarking on the QRP.

Ed.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the doctoral program.

Ed.D. students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the program.

As part of the doctoral program, students will be required to take the following courses:

3666 F,S Intermediate Statistics and Research Design
3280 F,S,H Seminar Reviewing Research Activities in Special Education
3290 F,S,H Central Issues in Special Education

General information on the Ed.D. program may be found on pages 37 to 38 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 38 to 40.

Ph.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the program.

Students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the doctoral program. Courses 3666F,S and 3280F,S,H are required as part of the doctoral program.

Other course work will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:00 to 7:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

Emphasis is placed on the psychology of exceptional children, not on programs for them. Primary concern is with intellectual and behavioral deviations.
Staff, Summer Session and Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
D. Shipe and *A. Keeton,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and im-

paired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich and *A. Keeton,* Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
W. R. Callaway, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people: e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session and Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS

A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.
Staff, Summer Session and Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson and *R. MacIntyre,* Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.
I. Davidson, Regular Session

1291 H SEMINAR AND PRACTICUM IN COMPARATIVE SPECIAL EDUCATION

A wide range of special education programs will be studied in other countries. Detailed seminar evaluations of historical and social evolution, of current philosophies, of theoretical affiliations, and of practical approaches will also be undertaken. Participants in the course will be responsible for their own travel and living expenses.
Staff, Summer Session (offered as required)

1292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critical analysis of assessment procedures including tests and typical reports, writing psychoeducational reports, and developing a clear theoretical framework within which to develop sound procedures and/or an understanding of what they should be. The course does not attempt to teach students how to conduct psychoeducational appraisals, although some experience in this will be considered essential.
I. Davidson and *A. Keeton,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN: INTERMEDIATE LEVEL

The focus of this course will be upon

skill development in the area of psychoeducational assessment. Course content will include the administration of standardized tests, rating scales, and interviewing. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.

D. Shipe and *I. Davidson,* Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children – practical experience will be provided, ranging from visits to schools, classes, and agencies to working individually with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session (offered as required)

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF SPEECH AND LANGUAGE DISORDERS

This course will cover a typical pattern of language acquisition in retarded, deaf, autistic, and other types of children with severe language delay. The focus will be on spoken as opposed to written language, with alternatives to spoken language also included, e.g., sign, blissymbolics. Various approaches to the teaching of language will be examined for their appropriateness to different types of disorders. Some knowledge of the normal processes and stages of language acquisition is a prerequisite for enrolment.

C. Reich, Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. Kershner, Regular Session

3281 F,S,H RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and the particular life situation that bear upon school placement and achievement, and subsequent life success.

Prerequisite: Permission of the instructor.

D. Shipe, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional children will be examined and compared with more traditional approaches. Major themes will include special children's orientation to learning tasks as different rather than deficient when compared to that of their peers, to the types of learning strategies and skills which they develop, and to the educator's role in identifying and using such skills to further learning. Participants will be introduced to some approaches for conducting research in developmental questions, and will be required to generate an experimental design.

Prerequisite: Permission of the instructor.

A. Keeton, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Prerequisite: Permission of the instructor.
W. R. Callaway, Regular Session (offered as required)

3284 F,S,H RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285 F,S,H RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

Prerequisite: Permission of the instructor.
H. Silverman, Regular Session

3290 F,S,H CENTRAL ISSUES IN SPECIAL EDUCATION

This course is designed primarily for Ed.D. candidates but it will be open to Ph.D. students who are suitably qualified. The emphasis is on examining problems of child development, curriculum development, classroom analysis, methodology and teaching procedures, evaluation of children, theoretical issues concerning exceptional children, and general problems in the education of exceptional children.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session

3291 F,S,H DOCTORAL SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

The goal of this course is to provide a field experience in Special Education for students in the doctoral program. This experience may occur in the areas of teaching, research, or educational practice, and will be tailored to each student's substantive area of specialization. This is an optional course to be taken in addition to the total number of required courses in the program. Students should consult with their faculty advisor about possible placements and the procedures to be followed.
Staff, Regular Session

3292 F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal; course includes a variety of procedures such as testing, and emphasizes both appropriate programming for individual children, classes, and systems and advising of teachers in special education.

Prerequisite: Permission of the instructors.
R. MacIntyre and *D. Shipe,* Regular Session

3293 F,S,H ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical bases of various instruction systems. Development of total instruction systems for specific aspects of special education.

Prerequisite: Permission of the instructor.
R. MacIntyre, Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

Academic Staff

(As of January 1, 1979)

ABBEY, DAVID S. *Adult Education*
ALEXANDER, WILLIAM E. *Educational Planning*
ALLEN, J. PATRICK B. *Curriculum*
ALLEN, KENNETH* *Applied Psychology*
ALVI, SABIR A. *Measurement, Evaluation, and Computer Applications*
ANDERSON, ROBERT *Curriculum*
BARNARD, WILLIAM L. *Adult Education*
BECK, CLIVE M. *History and Philosophy of Education*
BECKERLE, GERRY* *Applied Psychology*
BEREITER, CARL *Applied Psychology*
BERK, LEONARD *Curriculum*
BEZEAU, LAWRENCE M. *Educational Administration*
BHARGAVA, RAGHU P. *Measurement, Evaluation, and Computer Applications*
BLUM, MARY* *Applied Psychology*
BOCK, CARSON* *Applied Psychology*
BOYD, DWIGHT R. *History and Philosophy of Education*
BREHAUT, WILLARD *History and Philosophy of Education*
BRIEDIS, IRENE* *Applied Psychology*
BRISON, DAVID W. *Applied Psychology*
BROWN, ALAN F. *Educational Administration*
BRUNDAGE, DONALD H. *Adult Education*
BURRILL, DONALD F. *Measurement, Evaluation, and Computer Applications*
BYRNE, P. NIALL *Higher Education*
CALLAWAY, WEBSTER R. *Special Education*
CAPLAN, GERALD L. *History and Philosophy of Education*
CARLOW, CHESTER D. *Curriculum*
CASE, ROBBIE *Applied Psychology*
CHRISTENSEN, CLIFFORD M. *Applied Psychology*
CHURCHILL, STACY *Measurement, Evaluation, and Computer Applications*
CLIPSHAM, JOHN *Curriculum*
CONNELLY, F. MICHAEL *Curriculum*
COURTNEY, RICHARD *Curriculum*
CRESSY, GORDON* *Sociology in Education*
DARROCH, VIVIAN *Applied Psychology*
DAVIDSON, IAIN *Special Education*
DAVIE, LYNN E. *Adult Education*
DAVIS, JOHN E. *Educational Administration*
DAY, DAVID* *Applied Psychology*
DE PENCIER, MARNI* *Higher Education*
DICKSON, ELEANOR* *Applied Psychology*
DIMOND, JOHN G.* *Higher Education*
DRAPER, JAMES A. *Adult Education*
DURELL, A. BRIAN* *Measurement, Evaluation, and Computer Applications*
DYDYK, BARBARA* *Applied Psychology*
EFFRAT, ANDREW *Sociology in Education*
EICHLER, MARGRIT *Sociology in Education*
EISENBERG, JOHN A. *History and Philosophy of Education*
ELLIS, M. DORMER *Adult Education*
ELLIOTT, KENNETH* *Applied Psychology*
EULL, WILLIAM H.* *Applied Psychology*
EVEN, ALEXANDER *Measurement, Evaluation, and Computer Applications*
FALES, ANN W. *Adult Education*
FARRELL, JOSEPH P. *Educational Planning*
FENIGSTEIN, HENRY* *Applied Psychology*
FILLION, BRYANT *Curriculum*
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FOWLER, WILLIAM *Applied Psychology*
FRIEDMAN, RONALD J. *Applied Psychology*
FULLAN, MICHAEL *Sociology in Education*

GAMLIN, PETER *Applied Psychology*
GARBER, MALCOLM *Special Education*
GARRY, RALPH *Curriculum*
GODKEWITSCH, MICHAEL* *Applied Psychology*
GREENFIELD, THOMAS B. *Educational Administration*
GRIFFIN, VIRGINIA R. *Adult Education*
GRIMES, CATHERINE* *Applied Psychology*
GUTTMAN, MARY A. JULIUS *Applied Psychology*
HALEY, GRAHAM* *Applied Psychology*
HANDA, MADAN L. *Educational Planning*
HANSEN, BERTRAND L. *Higher Education*
HARRIS, ROBIN S. *Higher Education*
HARVEY, EDWARD B. *Sociology in Education*
HEAP, JAMES L. *Sociology in Education*
HEDGES, HENRY G. *Curriculum*
HENDERSON, S. B. KENT *Applied Psychology*
HERMAN, REG* *Adult Education*
HICKCOX, EDWARD S. *Educational Administration*
HOCKLEY, JAMES S. *History and Philosophy of Education*
HOLLAND, JOHN W. *Educational Planning*
HOLMES, MARK *Educational Administration*
HOUSE, JOHN H. *Educational Administration*
HUMPHREYS, EDWARD H. *Educational Planning*
HUMPHRIES, THOMAS W.* *Special Education*
HUNT, DAVID *Applied Psychology*
IRELAND, DAVID S. *Applied Psychology*
IRONSIDE, DIANA J.* *Adult Education*
JACKSON, DAVID* *Applied Psychology*
JORDON, DAVID* *Applied Psychology*
KEETON, ANNE *Special Education*
KERSHNER, JOHN R. *Special Education*
KHAN, SAR B. *Measurement, Evaluation, and Computer Applications*
KIDD, J. ROBY *Adult Education*
KILBOURN, BRENT S. *Curriculum*
KLARREICH, SAMUEL* *Applied Psychology*
KLUGER, JOSEPH H.* *Applied Psychology*
KOBRICK, JUDITH* *Applied Psychology*
LAMERAND, RAYMOND *Measurement, Evaluation, and Computer Applications*
LANG, DANIEL W. *Higher Education*
LAPKIN, SHARON *Curriculum*
LAWTON, STEPHEN B. *Educational Administration*
LAXER, ROBERT M. *Applied Psychology*
LAZAR, LEO* *Special Education*
LEITHWOOD, KENNETH A. *Curriculum*
LERNER, PAUL* *Applied Psychology*
LEVIN, MALCOLM A. *History and Philosophy of Education*
LEVINE, DAVID C. *History and Philosophy of Education*
LINDSAY, PETER H. *Measurement, Evaluation, and Computer Applications*
LIVINGSTONE, DAVID W. *Sociology in Education*
MACINTYRE, ROBERT B. *Special Education*
MACLEOD, BETTY B. *Educational Planning*
MALLEA, JOHN R. *History and Philosophy of Education*
MAIDMAN, FRANK *Sociology in Education*
MCCARTHY, JOHN R. *Educational Administration*
MCCARTHY, MICHAEL *Curriculum*
MCDIARMID, GARNET L. *Curriculum*
MCDONALD, RODERICK P. *Measurement, Evaluation, and Computer Applications*
MCINNES, JOHN A. *Curriculum*
MCLACHLAN, JOHN* *Applied Psychology*
MCLEAN, LESLIE D. *Measurement, Evaluation, and Computer Applications*
MCLEAN, ROBERT S. *Measurement, Evaluation, and Computer Applications*
MCLEOD, GERALD T. *Educational Administration*
MIEZITIS, SOLVEIGA *Applied*

Psychology
MILLER, JOHN *Curriculum*
MISGELD, DIETER *History and Philosophy of Education*
MORRIS, NORMAN E.* *Applied Psychology*
MORRIS, RAYMOND* *Applied Psychology*
MOUGEON, RAYMOND *Curriculum*
MUNNS, EVANGELINE* *Applied Psychology*
MUSELLA, DONALD F. *Educational Administration*
NARROL, HARVEY G. *Applied Psychology*
NASH, B. CHRISTINE *Applied Psychology*
NISHISATO, SHIZUHIKO *Measurement, Evaluation, and Computer Applications*
O'BRIEN, MARY *Sociology in Education*
OLIVIER, WILLIAM P. *Measurement, Evaluation, and Computer Applications*
OLSEN, E. CHRISTOPHER *History and Philosophy of Education*
OLSON, C. PAUL *Sociology in Education*
OLSON, DAVID R. *Applied Psychology*
ORME, MICHAEL *Applied Psychology*
OTTO, WILLIAM* *Applied Psychology*
PADRO, SUSAN *Educational Planning*
PAITICH, DANIEL* *Applied Psychology*
PALEF, SANDRA *Applied Psychology*
PASS, LARRY E. *Applied Psychology*
PASCAL, CHARLES E. *Higher Education*
PESZAT, LUCILLE C.* *Higher Education*
PHILIPP, RUDY* *Applied Psychology*
PIERCE, RICHARD* *Measurement, Evaluation, and Computer Applications*
PILKINGTON, GWENDOLINE* *Higher Education*
PITMAN, WALTER G.* *Higher Education*
PITT, CLIFFORD C. *Applied Psychology*
POIZNER, SONJA* *Applied Psychology*
POPP, LEONARD *Curriculum*
POTVIN, ROBERT* *Applied Psychology*
PRENTICE, ALISON *History and Philosophy of Education*
PROUD, DONALD* *Applied Psychology*
QUARTER, JACK *Applied Psychology*
QUAZI, SAEED* *Educational Planning*
QUIRK, DOUGLAS* *Applied Psychology*
RAGSDALE, RONALD G. *Measurement, Evaluation, and Computer Applications*
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SILVER, HARVEY A.* *Adult Education*
SILVERMAN, HARRY *Special Education*
SILVERS, RONALD J. *Sociology in Education*
SIMON, ROGER I. *Educational Administration*
SISCO, NORMAN* *Higher Education*
SKINNER, HARVEY A.* *Measurement, Evaluation, and Computer Applications*
SKOLNIK, MICHAEL L. *Educational*

Planning
SMITH, DOROTHY *Sociology in Education*
SMITH, FRANK *Curriculum*
SMYE, MARTI* *Applied Psychology*
STERN, HANS H. *Curriculum*
STINSON, ROBERT H. *Curriculum*
STROH, CARL* *Applied Psychology*
SULLIVAN, EDMUND V. *Applied Psychology*
SWAIN, MERRILL K. *Curriculum*
THOMAS, ALAN M. *Adult Education*
TIBERIUS, RICHARD G.* *Higher Education*
TOUGH, ALLEN M. *Adult Education*
TOWNSEND, RICHARD G. *Educational Administration*
TRACZ, GEORGE S. *Educational Planning*
TRAUB, ROSS E. *Measurement, Evaluation, and Computer Applications*
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TUCK, JAMES A.* *Special Education*
USHER, BRIAN* *Applied Psychology*
WAHLSTROM, MERLIN W. *Curriculum*
WATSON, CICELY *Educational Planning*
WEININGER, OTTO *Applied Psychology*
WEISER, JOHN C. *Applied Psychology*
WEISS, JOEL *Curriculum*
WHITE, HEATHER ANN* *Applied Psychology*
WILLIAMS, JOHN* *Applied Psychology*
WILSON, DAVID N. *Educational Planning*
WINCHESTER, IAN *History and Philosophy of Education*
WINE, JERI D. *Applied Psychology*
WOLFE, RICHARD G.* *Measurement, Evaluation, and Computer Applications*
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*Associated Instructor

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Toronto, Ontario,
Canada M5S 1V6

Cable address: OISETOR
Telephone: 923-6641

ISE
ULLETIN 1980/81

e Degrees in Education
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OISE Bulletin
1980/81

Graduate Degrees in Education
University of Toronto/The Ontario
Institute for Studies in Education

Students should bring this Bulletin when they register. No assurance can be given that additional copies will be provided at that time.

The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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Academic Calendar

1980

February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1980/81 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1980/81 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students available from this date
March 17–21	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 3	Last day of lectures, Regular Session
April 4	Good Friday (offices closed)
April 7	Easter Monday (offices closed)
April 9, 10	Examinations, Regular Session
April 20	First submission date of 1979/80 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1981)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 19	Victoria Day (offices closed)

June	Spring Convocation (to be announced)
July 1	Dominion Day
July 2	Summer Session Registration
July 3	First day of lectures, Summer Session
July 7	Fees: If Summer Session fees remain unpaid by this date, a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20, will be charged
July 15	Deadline for course changes in Summer Session
August 4	Civic Holiday (offices closed, classes cancelled)
August 8	Last day of lectures, Summer Session
August 11, 12	Examinations, Summer Session
September 1	Labour Day (offices closed)
September 3	Regular Session Registration (full-time students only)
September 8	Lectures begin
September 8–11	Regular Session Registration (part-time students) 3:30 p.m.–7:00 p.m.
September 12	Fees: If Regular Session fees are not received by this date, students must pay a late payment fee of $10, plus $1 per day of delay beyond that to a maximum of $20
September 30	First submission date for 1980 Summer Session course grades (final deadline for Standing Deferred grades, September 30, 1981)
September 30	Final deadline for 1979/80 first term courses with Standing Deferred grades
October 6*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 13	Thanksgiving Day (offices closed, classes cancelled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 20†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 5	Last day of lectures of first term courses
December 8, 9	Examinations in courses completed in the first term of the Regular Session

1981

January 5	Courses for the second term of the Regular Session begin
January 15	Final instalment of M.A. and Ph.D. fees (without further notice)
January 21	First submission date for 1980/81 first term courses (final deadline for Standing Deferred grades, September 30, 1981)
January 21	Final deadline for 1979/80 second term and full year courses with Standing Deferred grades
January 23*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 23*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 23	Final date for registration for students beginning programs in second term
January 28	Final date for changing second term courses
January 31†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1981/82 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1981/82 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students available from this date
March 23–27	Midwinter break in the Ontario school system (OISE classes cancelled)

April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 10	Last day of lectures, Regular Session
April 13, 14	Examinations, Regular Session
April 17	Good Friday (offices closed)
April 20	Easter Monday (offices closed)
April 20	First submission date for 1980/81 second term and full year course grades (final deadline for Standing Deferred grades, January 21, 1982)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 18	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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(As of January 1, 1980)

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Division Heads

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Superintendent of Finance
SHIRLEY K. WIGMORE, *M.L.S.*
Chief Librarian

Field Development Centre Heads

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OISE Central Ontario Centre
PETER J. EVANS, *M.A.*
OISE Midnorthern Centre
JOHN DAVIS, *Ph.D.*
OISE Midwestern Centre
HENRY G. HEDGES, *Ed.D.*
OISE Niagara Centre
B. CHRISTINE NASH, *Ph.D.*
OISE Northeastern Centre
JACK MILLER, *Ph.D.*
OISE Northwestern Centre
DAVID S. IRELAND, *Ph.D.*
OISE Ottawa Valley Centre
JOHN A. ROSS, *Ph.D.*
OISE Trent Valley Centre
ROBERT H. STINSON, *Ph.D.*
OISE Western Ontario Centre

The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is both a graduate school of education and a research and development institute in the field of education. In addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the centre of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6500 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees. In addition, more than 2000 students pursue degrees on a part-time basis.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up five standing committees to recommend policy in the areas of budget, graduate studies, research and development, administration and communications, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairperson of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. APPLICANTS

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Admissions
Office of the Coordinator of
Graduate Studies, OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) three official transcripts (not returnable), bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents attesting to professional education, teacher certification, and experience;

(c) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

(d) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);

(e) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission and/or Graduate Assistantships, obtainable from the Office of the Coordinator of Graduate Studies referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(g) a résumé, in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. See page 17.

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 24). Since the first step in considering applications for an OISE Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of Toronto School of Graduate Studies

admission criteria, and the OISE department wishes to recommend acceptance, it will write the student to this effect in April, but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $20 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary
School of Graduate Studies
University of Toronto
63 St. George St.
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs, and for continuing full-time study, must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1980/81 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1980 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. Please note that the later the application, the more difficult it will become to get into courses of your choice.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session.

M.ED. AND ED.D. APPLICANTS

Applicants must follow the procedures detailed previously under sections (1) and (2), and also (3) if full-time study is contemplated, of the subheading "M.A. and Ph.D. Applicants." The deadline is February 1, except in exceptional circumstances, for registration in the 1980/81 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1980 Summer Session. At the time of acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. It must be realized that the later the application, the more difficult it will become to gain admission to the degree program and to the preferred courses.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D.

program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

All applications must be accompanied by a $20 application fee (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS UNDERTAKING DEGREE REQUIREMENTS ON A FULL-TIME BASIS

Application forms will be available from the Office of the Coordinator of Graduate Studies and should be returned by *February 1.*

CONTINUING M.A., M.ED., AND ED.D. STUDENTS UNDERTAKING COURSE REQUIREMENTS ON A PART-TIME BASIS

The forms for the 1980 Summer Session and the 1980/81 Regular Session for part-time continuing students will be available *March 1* and must be returned before *April 1.*

This applies to courses in the first and second terms of the Regular Session. While applications for courses will be received beyond this date, no guarantee of acceptance into either the first or second choice of courses can be given for either term. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

REGISTRATION

Summer Session registration takes place on July 2. Students whose surnames begin with A through L should come between the hours of 9:30 a.m. and 12:00 noon; those whose surnames begin with M through Z should come between 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 3 from 10:00 a.m. to 1:00 p.m. Part-time students register during the first week of classes, Monday (September 8) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 7:00 p.m. for this purpose.

Please note: These specific times are set up for the convenience of both students and the Office staff. Part-time students who do not register at these times will find it exceedingly difficult to register at any other time, inasmuch as only during these four days will the Office be open after 5:00 p.m.

STUDY IN SUMMER SESSION

While *April 1* is the last date for continuing students to submit applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors. The deadline for instructors to submit grades to the OISE Office of Graduate Studies for Summer Session courses is September 30 or any time after that date until September 30 of the following year. ("Deadlines," page 18.) Final grades will be mailed to students toward the end of October. Grades cannot be released until this time.

Students may enrol for not more than two half-courses in any one Summer Session. This constitutes a full-time course load and hence the student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week could undertake one half-course if the class hours can be accommodated along with the working hours. In such a case a statement would be required from the employer regarding the hours of employment.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1980/81 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term, providing a statement is submitted by the employer regarding the hours of employment.

April 1 is the deadline for receiving applications for enrolment in these after-hours courses for continuing part-time students; this date applies to courses for both the first and second terms of the 1980/81 Regular Session. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

OFF-CAMPUS/FIELD DEVELOPMENT

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree as described previously. Courses have been offered in Barrie, Belleville, Brantford, Hamilton, Kirkland Lake, Kitchener–Waterloo, London, New Liskeard, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Simcoe, St. Catharines, Sudbury, Timmins, and Welland.

Course Requirements
Course requirements are the same for both off- and on-campus students. Please consult the departmental section of the Bulletin.

On-Campus Requirements
All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto.

Admission Procedures
New part-time M.Ed. degree applicants and part-time Special Students should contact their local Field Centre for application forms. Admission procedures are the same for all students and are outlined on pages 11 and 12. Applications for new students should be submitted by February 1.

Continuing part-time off-campus M.Ed. degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students register at their first class.

Note: Off-campus students taking courses in Toronto must register in the Graduate Studies Office on the night of their first class in the Regular Session and on Registration day of the Summer Session.

Off-Campus Library Resources
The OISE Library makes available through the local field centres all essential reading materials for off-campus students to meet the requirements of their courses.

FIELD DEVELOPMENT

The purpose of Field Development is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Development comprises an administrative office in the OISE building in Toronto, and nine regional field centres. The Office is also responsible for publication of OISE's teacher journal, *Orbit*.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But the Institute as a whole is committed to field development work and many academic departments of the Institute are heavily involved in Field Development. Field centres make an important contribution to Graduate Studies (by helping with the development of off-campus courses) and to Research and Development (through local research projects). Joint projects are increasingly common, with Field Development helping Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; promoting the use of paraprofessionals and parent volunteers in schools; producing intermediate assessment items in geography, history, and English; developing and implementing curriculum guidelines; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

FIELD CENTRE LOCATIONS

The following is a list of the nine field centres throughout Ontario. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Central Ontario Centre
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 223
Adult Education, Applied Psychology, Educational Administration, Sociology in Education

Midnorthern Centre
William MacMillan Public School
1050 Lonsdale Avenue
Sudbury, Ontario P3B 3X4
Telephone: 705-560-0313
Curriculum, Educational Administration (also offered in Sault Ste. Marie), Sociology in Education

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780
Curriculum, Educational Administration, Sociology in Education

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Applied Psychology, Curriculum

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Applied Psychology, Curriculum
Timmins Office:
P.O. Box 1020
Timmins, Ontario P4N 7H7
Telephone: 705-267-7379
Sociology in Education

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764
(No course offerings at this time)

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Curriculum, Applied Psychology

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631
Adult Education

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Research and Development Studies has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* support for the committee which determines Institute priorities for research and development work and the procedures that determine which projects will receive internal funds; *(b)* conducting (in cooperation with the Office of Field Development) the internal review of project proposals; *(c)* negotiation of contracts and grants, and administration of externally funded projects; *(d)* administration of large projects that involve personnel from several academic departments; and *(e)* provision of information services, consultation related to external funding (including applications for student research grants and fellowships), and assistance with project design.

Students may participate, where appropriate, in both internally and externally funded projects.

A portion of available "internal" funds is reserved for small-scale projects, for which decisions are made within individual academic departments. Both staff and students may submit small-scale proposals.

The current research and development program is described in an annual publication, *Research and Development Projects in The Ontario Institute for Studies in Education.*

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development Standing Committee. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development. In 1977, the section became the Franco-Ontarian Centre.

Although the Franco-Ontarian Centre has put most of its energies into research and development, increasing priority will be given to field development (the Centre is located in the Office of Field Development) and to graduate studies. However, the graduate studies courses are few in number and no student could ordinarily undertake a program of study with the expectation that all, or even a major part of it, could be completed in French.

For the purpose of assisting French-speaking students, bilingual advisors have been identified in different academic departments. The following persons, holding cross-appointments to or employed in the Franco-Ontarian Centre, may be consulted regarding study programs: S. Churchill, Office of Research and Development; N. Frenette, Head, Franco-Ontarian Centre; R. Lamerand, Franco-Ontarian Centre; D. W. Livingstone, Sociology in Education; L. D. McLean, Measurement, Evaluation, and Computer Applications; R. Mougeon, Franco-Ontarian Centre; E. B. Rideout, Educational Administration; and E. V. Sullivan, Applied Psychology.

Students should consult with a member of the Franco-Ontarian Centre if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made. For information on test dates and procedures please contact Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 978-3398).

Applicants not living in the Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, U.S.A., for the address of the nearest testing centre.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examination test centres and dates are given in the *GRE 1979–80 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

EXAMINATIONS AND GRADES

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and F, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

F: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or F.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A–	7 points
B+	6 points
B	5 points
B–	4 points

Some courses in the Department of Educational Theory are graded on a Pass or Fail basis. The computer records, however, will indicate CR for Pass and NCR for Fail in the grade column. In addition to letter grades instructors will, at the request of the student, provide the student and the Office of the Coordinator of Graduate Studies with a written appraisal of the student's scholarly performance in a course for inclusion in the student's file. These written appraisals will be made available to external agencies or institutions by the Office of the Coordinator of Graduate Studies only if the student so requests. Conferences between the instructor and student concerning the final grade in a course are to be held at the request of either student or instructor.

At the first meeting of the course it is the instructor's responsibility to outline *(a)* course of study, *(b)* required assignments, and *(c)* basis of evaluation.

The final examinations are to be scheduled in August for the Summer Session and in December or April for the Regular Session, shortly after the conclusion of lectures. In case of inability to write an examination because of serious illness, a student should immediately notify the Office of the Coordinator of Graduate Studies; permission may then be granted to write the examination, without further fee, on a subsequent occasion when the course is offered. If a student fails in a course which is considered by the home department to be vital to the main content of the program, then the student must repeat that course in order to continue as a degree candidate. In the case of failure in other courses, a substitution may be permitted upon the recommendation of the Department of Educational Theory to the School of Graduate Studies.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent "incomplete." There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

As of September 1977 the following deadlines are in effect for grade submissions.

First Term: First term (Fall) half-course grades or "standing deferred" designations due January 21. Final date is September 30 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Second Term: Second term (Spring) half-course, full year half-course, and full course grades due April 20. Final date is January 21 for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Summer Session: Summer Session course grades or "standing deferred" designations due September 30. Final date is September 30 of the following year for either a grade in place of a "standing deferred" designation or a permanent "incomplete."

Once a permanent "incomplete" has been submitted it will remain that way on a transcript forever.

Only in very rare circumstances would an extension beyond the final deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Graduate Studies Office; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1.50 is charged and 50 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears. Regular Session grades are not issued until the middle of May and Summer Session grades not until the middle of October.

FEES

Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed on pages 20 and 21, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $20 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable.

Courses undertaken at another university and credited to a degree

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1980/81

	Annual academic fee	*Incidental fees*	*Total*	*Min. pay't due by Sept. 12**
CANADIAN CITIZENS AND LANDED IMMIGRANTS				
Degree Program Fees				
Full-time students	$790.00	$113.50	$903.50	$587.50
Full-time students – 1 term	395.00	56.75	451.75	451.75
Part-time students	235.00	19.00	254.00	160.00
Part-time students – 1 term	117.50	19.00	136.50	136.50
Post-Program Fees				
Full- or part-time students	235.00	29.00	264.00	170.00
Full- or part-time students – 1 term	117.50	19.00	136.50	136.50
Special Students				
Full-time	790.00	113.50	903.50	587.50
Part-time – per course	235.00	19.00 †	254.00	160.00
Part-time – per half-course	117.50	19.00 †	136.50	136.50
Inactive Ph.D. Students	235.00	–	235.00	235.00
VISA STUDENTS				
Degree Program Fees				
Full-time students	1950.00	113.50	2063.50	1283.50
Full-time students – 1 term	975.00	56.75	1031.75	1031.75
Part-time students	600.00	19.00	619.00	379.00
Part-time students – 1 term	300.00	19.00	319.00	319.00
Post-Program Fees				
Full- or part-time students	600.00	29.00	629.00	389.00
Full- or part-time students – 1 term	300.00	19.00	319.00	319.00
Special Students				
Full-time	1950.00	113.50	2063.50	1283.50
Part-time – per course	600.00	19.00 †	619.00	379.00
Part-time – per half-course	300.00	19.00 †	319.00	319.00
Inactive Ph.D. Students	600.00	–	600.00	600.00

**Minimum payment* (for other than those registering for only one term): The first payment of fees is due on or before September 12 and consists of 60% of the academic fee, plus incidental fees. The balance may be paid at any time but is due by January 15 without further notice and is subject to a service charge. *Service Charges:* Beginning September 12, all outstanding balances, regardless of the source of the payment, are subject to a service charge of 1 1/2% compounded monthly (18% per annum) calculated on the 15th of each month until the account is paid in full.

†Payable once only in one session.

NOTES TO FEES SCHEDULE (*see facing table*)

Note: All fees are subject to change without notice by the Governing Council of the University of Toronto.

Fees will be assessed according to whether students are registered on a full- or part-time basis. The fee for students registered for one term only (either first or second) to undertake course work in a degree program is half the annual academic fee (plus applicable incidental fees), depending upon the registration. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each required year of the program.

The fee applicable to each program is as shown below:

M.Ed. Degree Candidates: The 8 half-course minimum program fee is $790 (Visa Students $1950) plus incidentals. The 10 half-course minimum program fee is $1027 (Visa Students $2535) plus incidentals.

Ed.D. Degree Candidates: Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year.

M.A. Degree Candidates: The minimum program fee for either a 6 or 8 half-course program is $790 (Visa Students $1950) plus incidentals. The 10 half-course minimum program fee is $1185 (Visa Students $2925) plus incidentals. The 12 half-course minimum program fee is $1580 (Visa Students $3900) plus incidentals. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements, but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met.

Ph.D. Degree Candidates: The full-time fee is levied for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

BREAKDOWN OF INCIDENTAL FEES

	Graduate Students' Union	*Health Service*	*Hart House*	*Athletics*	*Total*
Full-time	$20.00	$18.50	$32.00	$43.00	$113.50
Full-time – 1 term	10.00	9.25	16.00	21.50	56.75
Part-time	10.00	1.50	3.50	4.00	19.00
Part-time – 1 term	10.00	1.50	3.50	4.00	19.00
Post-Program					
Full- or part-time	20.00	1.50	3.50	4.00	29.00
Full- or part-time – 1 term	10.00	1.50	3.50	4.00	19.00
Summer Session	10.00	1.50	3.50	4.00	19.00

program here will not reduce the fees required.

FOREIGN STUDENT FEES

Tuition fees for students who are not Canadian citizens or landed immigrants, except those listed below, are $1950 per annum plus incidental fees for full-time students. Following completion of residence requirements, students must pay a re-registration fee of $600 plus incidental fees each year until the completion of their program.

The exceptions are as follows:

1. Full-time students who are in Canada on the basis of a diplomatic visa or temporary work visa of a parent or guardian (this exemption does not apply to a spouse of someone holding such a visa).
2. Students sponsored and financially assisted by the Canadian International Development Agency (including the Commonwealth Fellowships and Scholarships program), or by the International Development Research Centre, or by any program of financial assistance to students under an aid program of the United Nations or its agencies provided such a program is recognized and directly or indirectly assisted by the Government of Canada.
3. A person enrolled under a cultural exchange agreement between the Government of Canada and the government of another country.

Please check with the Office of the Coordinator of Graduate Studies if there is any doubt as to whether your circumstances qualify you for an exemption from the Visa Student fees. Where the exemptions apply, the tuition fee for a student shall be the same as that for Canadian students and landed immigrants.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into the second year of a three-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Department of Educational Theory have not been completed by October 6 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for admission to the M.A. degree before January 23 he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 23 the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee of $235 (Visa Students $600). Candidates who fail to do so at the beginning of the approved period will not be permitted to register until the holding registration fee has been paid.

POST-PROGRAM (RE-REGISTRATION) FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A., Ed.D., and Ph.D. candidates who

have completed the required residence but who have not completed other requirements for the degree must re-register each year. If they do not, the degree candidacy may lapse. The post-program fee is $235 (Visa Students $600) plus any applicable incidental fees.

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrolment in the final course(s) must re-register in the year in which they receive the degree. The re-registration or post-program fee for a full year is $235 (Visa Students $600) plus incidental fees.

CONVOCATION

All outstanding grades must be submitted and fees and library fines etc. must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. Ordinarily M.Ed. degree candidates undertaking their last two half-courses in the Summer Session cannot convocate until the following Spring. The Department of Educational Theory will be in communication with the student at some point after the final courses have been undertaken regarding the student's eligibility to graduate.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues and/or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral of a degree) until payment is made.

SUMMER SESSION STUDENTS

Degree candidates remaining in the same degree program do not pay Summer Session fees if they have already paid the full part-time or full-time fee in the preceding Regular Session. Degree students commencing their programs in the Summer Session must pay Summer Session fees of $117.50 (Visa Students $300) plus incidental fees. These fees will not be deducted from the total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 will be assessed against any student registered in the Regular Session whose fees are not received at the Comptroller's Office by September 12, plus $1 per day of delay beyond that date to a maximum of $20. If fees remain unpaid as of October 15, the student will be considered as having withdrawn.

Summer Session students whose fees are not paid by July 4 will be assessed a late payment fee of $10, plus $1 per day of delay beyond that date to a maximum of $20.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

OISE offers graduate assistantships to support programs of full-time graduate study. The student must qualify for an award on the basis of ability and promise. The amount and type of assistantship may vary with the student's financial need, the academic program, and the policies of the OISE home department. No student can receive more than $6000 (plus the $1200 Visa Student tuition fee differential, where applicable), through the *combination* of an OISE Graduate Assistantship and an external award, during the regular academic session.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees*. This is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1980.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the loan/scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal the award shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to Mrs. P. A. Buitenhuis in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to the past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1600 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications is December 1, 1979, for the 1980/81 academic year.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of

Canada are available to graduate students who are Canadian citizens or landed immigrants as of November 15, 1978, attending any Canadian university. Among these are doctoral fellowships of up to $6750 for students in the first two years of a doctoral program and up to $7420 after completion of the first two years of such a program.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually November 15, but it will be announced by the home department in the fall.

(b) For renewal of doctoral fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For prospective full-time students: the Fellowships Division as in item *(b)* above. Closing date is usually November 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working at the doctoral level. The second, the L. Dorothy Martin Fellowship, may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $5000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5000 each. It also offers three Fellowships for Religious Studies in the amount of $5000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $10 000 payable within a two-year period to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide financial assistance to OPSMTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Men Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is February 1, 1980. All supporting documents, including transcripts and other relevant materials, must be submitted by February 21, 1980.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

CANADIAN GOVERNMENT AWARDS FOR FOREIGN NATIONALS

Under its program of cultural exchanges with foreign countries, the Department of External Affairs, through the Social Sciences and Humanities Research Council of Canada, offers scholarships to French nationals, and fellowships and scholarships to nationals of the following countries: Argentina, Belgium, Brazil, Denmark, the Federal Republic of Germany, Finland, France, Greece, Hungary, Iran, Italy, Japan, Luxembourg, Mexico, the Netherlands, Norway, the People's Republic of China, Poland, Portugal, Sweden, Switzerland, Venezuela, Yugoslavia, and the U.S.S.R. Prospective candidates may obtain application forms from the Canadian Embassy or from the appropriate department of government in their respective countries. Completed application forms must be returned not later than September 30 (Japan), November 17 (Sweden), December 1 (Belgium, Italy, and Luxembourg), and December 15 for all other countries.

EMERGENCY STUDENT LOANS

Primary consideration will be given to applicants who face critical financial situations of an emergency nature and who have no other reasonable recourse. Any full- or part-time student attending OISE may apply for assistance from the fund. Contact Dr. Andrew Effrat in the Office of the Coordinator of Graduate Studies, OISE, for forms or more information.

LIBRARY

The Institute Library houses a collection of 440 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4000 serial titles are available. There are complete holdings of such document series as ERIC and ONTERIS on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied collection of films, filmstrips, tapes, and records, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

Guides to general and special services and parts of the collection are issued and updated periodically. Special orientation tours/seminars for particular topics, aspects of the collection, and services may be arranged through the course instructor and the Librarian for Public Services. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate-level materials are generally housed in Robarts Library, with the exception of those housed in special campus collections. The OISE Library has a microfiche catalogue indicating University of Toronto Library holdings and those of some campus libraries.

Since there are several new information sources and systems (including on-line information retrieval systems and various microform catalogues), students should plan to devote some time to becoming aware of the range and potential of these for their work.

AUDIOVISUAL EQUIPMENT

OISE's Media Services Group offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit the 4th floor (North) or call ext. 525/526.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available. Special facilities include microcomputers, personal computing, and experimental instrumentation services.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and statistical data analysis. Typewriter-like terminals are located around the Institute, and the system is available to all Institute students and staff.

An archive of research data files is maintained and can be used for secondary analysis.

PUBLICATION DIVISION

The Publication Division provides production coordination, editing, design, typesetting, copying, and mailing services to the Institute on a chargeback basis.

It also provides these services to the OISE Press, which publishes a wide range of materials for the education sector. The Press's publications are distributed through Publications Sales, on the second floor.

OISE CAREER SERVICES

OISE Career Services assists members of the OISE community in the following ways: consulting with them about planning their academic programs in the context of their career goals, overall career/life/work planning, résumé design, job interview preparation, clarifying where and how to look for a job, and time management.

Contact with professional staff is available through workshops on these and other topics, and through individual counselling appointments. Up-to-date postings of full- and part-time positions are maintained on the 5th floor and in the Career Services Office in Room S1103. Career Services is a project of the Office of the Coordinator of Graduate Studies. There is liaison with the University of Toronto Career Counselling and Placement Centre (see below).

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th floor, provides career planning and employment-related services to students, graduates, and alumni on an individual or group basis. Appointments with a career counsellor can be made in person or by telephoning 978-8590. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are invited to spend time in the Centre's library, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Career Counselling and Placement Centre is the Graduate Dossier Service, provided to students who are completing master's and doctoral degrees and are seeking academic appointments at colleges and universities. Assistance is provided with assembly and duplication of the curriculum vitae, academic transcripts, and confidential letters of reference required in application for such appointments.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $2550. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and

apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Trinity College (Secretary)
Hoskin Ave. 978-8680

Wycliffe College† (Dean of Residence)
Hoskin Ave. 979-2870

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

New College* (Dean of Men)
21 Classic Ave. 978-2464

Massey College (Secretary)
Devonshire Place. 978-2890

St. Michael's College* (Accounting Office)
50 St. Joseph St. 921-3151

Knox College† (Principal)
59 St. George St. 979-2137

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

Massey College (Secretary)
Devonshire Place. 978-2890

New College* (Dean of Women)
40 Willcocks St. 978-8875

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Whitney Hall* (Dean of Women)
85 St. George St. 978-2530

Married Students' Accommodation; Cooperative Residences

Married Student Apts.
30 & 35 Charles St. W.
(University Housing Service, 49 St. George St.) 978-2542

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

Tartu (Manager)
310 Bloor St. W. 925-4747

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student visa to the application form.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. (a non-profit organization) provides daycare facilities to the OISE community: faculty, staff, and students. The children range in age from two and one-half to five years. Full-time rates are $52 per week; part-time rates include mornings with lunch at $35 per week, and afternoons at $30 per week. Subsidy is available for those who qualify. Kidspace is located on the ground floor of the OISE building. Telephone: 923-6641, ext. 263.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from twenty-five or thirty other countries. A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The office to coordinate International Education at OISE, headed by Dr. D. N. Wilson, promotes and encourages interest of both staff and students in this area by facilitating projects in international education; by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

Of special interest is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education by serving as resource persons in the exploration of differences in conditions of life and thought through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. Andrew Effrat, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(a) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(b) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(c) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(d) To represent OISE students in matters of their interest: level of student funding, quality of programs, and improved student services.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (ext. 728) or drop by the Association's office, Room S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

The International Students' Association (ISA) is an organization comprising both international and Canadian students. The goals and programming promote the academic, social, and personal needs of international students and all other students interested in International Studies in Education. For further information contact Ms. Ronnie Leah in the Department of Sociology in Education, or Mr. Frank McIntyre or Dr. Andrew Effrat in the Office of the Coordinator of Graduate Studies, or Dr. David Wilson in the Office of International Education.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

Students who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing for admission as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution.

APPEALS

Should a dispute arise over an admission decision or over an academic or a procedural matter which cannot be resolved through the appropriate persons concerned, the Department Chairperson, the instructor, or the student may make a formal appeal to the Degrees and Appeals Subcommittee of the Department of Educational Theory. Instructions and forms for such an appeal may be obtained from the Graduate Studies Office. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, all but admission cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problems still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department, e.g., the 17 in 1725F,S,H and the 37 in 3752F,S,H refer to the Department of Educational Planning.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets normally for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of the Coordinator of Graduate Studies. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent consultation, ideally once a week, can occur.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. Andrew Effrat, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

In addition to the general degree requirements on the following pages and the specific requirements of the individual departments of interest, applicants should supply samples of their written work and/or other concrete demonstration of their abilities.

MASTER OF EDUCATION

This degree is designed chiefly for the

professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Any relevant study beyond the B.A. degree and undertaken at a recognized university must be completed with B standing also. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(b) A year of professional education for teaching that results in teacher certification, or the equivalent. An applicant who has not had professional education for teaching may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11 and 12 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Regular Session. (See page 12.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight (or ten) half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from a single field. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with B standing or better in the final year. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is

a two-year program after a four-year undergraduate degree in the same area of specialization), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization. M.A. degree programs in Adult Education, Curriculum, Educational Administration, Educational Planning, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education those with certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year programs.

(b) See pages 10 and 11 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(b) A thesis. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1979–80* regarding thesis procedures.

(c) One academic year of full-time resident study is still required in most departments. However, in some departments it is possible to pursue an M.A.

rogram entirely on a part-time basis, nd in other departments part-time .A. programs are currently under onsideration. Please contact the epartment of specialization for the ost up-to-date information on this atter. Should a department retain the ne-year residence requirement, it may e possible for some of the courses to be ndertaken on a part-time basis, but the equirement of a year of full-time study ust be fulfilled at some point within he time limit of the degree.

All requirements for the one-year .A. degree must be completed satisactorily within five years of the date of irst enrolment in the degree program. ll requirements for the extended M.A. egree program must be completed atisfactorily within five years from the ate of enrolment in the first of the last ix half-courses in the M.A. program.

Applicants who have credit for raduate courses at another university, eyond what is required for admission o a one-year M.A. program, may be ranted credit for up to two half-courses n their M.A. program, provided those raduate courses were not credited oward another degree. Such courses ust constitute at least the same roportion of the master's program at hat university as one or two half-ourses do here. Course credit, if ranted, will not reduce the fees.

ote: Since there are two master's rograms, each with its distinct design nd orientation, it is important for the pplicant to give serious consideration to he choice of degree; M.A. candidacy nd M.Ed. candidacy are not interchaneable. Only in the most exceptional ircumstances will a request for transfer etween the two master's degree rograms be considered. Such a request ould have to be made to the Office of he Coordinator of Graduate Studies arly in the student's degree candidacy nd have the support of the student's ome department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Educational Theory, or equivalent, with high standing, in the field of specialization proposed at the doctoral level.

(b) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(c) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(e) Ordinarily, one year of professional preparation for education.

(f) Successful professional experience in education.

(g) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all

in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required please consult the OISE *Graduate Studies Handbook for Students and Faculty 1979–80* regarding guidelines.

(h) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1979–80* regarding thesis procedures.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first ear may be given for the University of 'oronto M.A. or equivalent, with high :anding, in the same area of specializa- on as proposed at the doctoral level.)rdinarily, a student with Ph.D. andidacy in mind will first undertake n M.A. in the same field of specializa- on.

DMISSION REQUIREMENTS

a) The University of Toronto four-year ndergraduate degree or equivalent, 'ith high standing, for admission to the rst year of the Ph.D. program, or the Jniversity of Toronto M.A. in Educa- onal Theory or equivalent, with high :anding, for admission to the second ear of the Ph.D. program in the same rea of specialization. The normal route)r most students is to take an M.A. in ducational Theory first and then roceed to the two-year Ph.D. program, 'hich will ordinarily be in the same eld of specialization as the M.A.

If a candidate's acceptance into the :cond year of a three-year Ph.D. rogram is contingent upon the comple- on of an M.A. degree, this condition ıust be satisfied by mid-October. Jnder exceptional circumstances, and nly by prior agreement at the time of ıe candidate's acceptance to a degree rogram, a candidate may be permitted) complete a University of Toronto 1.A. later than mid-October, but not ıter than mid-January. In such an vent, the candidate must hold dual :gistration for the M.A. and Ph.D. egrees. (See the section on fees, pages 9 to 22.) Under no circumstances will candidate be permitted to hold dual :gistration beyond the middle of anuary.

b) Further evidence of scholarly roficiency satisfactory to the Depart- ıent of Educational Theory and to the dmission committee in the particular ield of specialization. Ordinarily this 'ill include reports on the master's hesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1979–80* regarding Qualifying Research Paper guidelines. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be added to the doctoral program.

(d) See pages 10 and 11 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the

Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two academic years of full-time resident study will be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request is granted, the length of degree candidacy would not be increased. An inactive fee of $235 for each year of interruption will be charged. Reinstatement cannot take place until this payment has been made. Such interruption is granted only under exceptional circumstances and for one year at a time.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1979–80* regarding thesis procedures.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special students ordinarily must have B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,
(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been assessed by the department,
(c) for credit toward outside professional certificates,
(d) for credit purposes at another university.

At the time of application the forms should be accompanied by a statement indicating the reasons why Special Student status is requested. Documentation submitted to the Office of the Coordinator of Graduate Studies cannot be returned to the applicant.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the university activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

GENERAL NOTES

Note that graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1980.

All students should consult the appropriate schedule of courses, since some departments cannot at time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental (or interdepartmental) program, and must be receiving basic training in an educational discipline (or disciplines). Further, students must fulfil the program requirements of the department(s) in which they are enrolled. However, it seems that having an interdisciplinary focus may greatly enhance a student's studies at OISE. It should also be pointed out that enrolment in the *M.Ed. for Special Purposes* (see page 35) enables students enrolled in a particular department to participate rather extensively in an interdisciplinary focus.

A number of specific points must be made with respect to the list of focuses that follows.

1. In cases where courses are mentioned, not all of these courses will necessarily be offered in any given year, although it is anticipated that most will. Students should obtain information concerning actual offerings as early as possible and adjust their programs accordingly.

2. Involvement in a focus does not guarantee access to all courses associated with that focus. The instructor offering a course may have special admission requirements for the course; and, obviously, the course may become filled well before term begins. It is important, then, to apply early and, as necessary, have early discussions with the instructor of a course.

3. In cases where the name of a faculty member or "focus advisor" is mentioned in a particular department, this person will not necessarily be the faculty advisor or thesis supervisor of students in that department interested in the focus. There may be other considerations that will lead a particular student to choose someone else as faculty advisor or supervisor.

4. It will be apparent that some departments are much more involved in a particular focus area than others. Normally, however, it will be possible for students in other departments to participate in the focus, especially if their enrolment in their home department is in the M.Ed. for Special Purposes.

5. In some cases the focus mentioned is on a rather small scale and only a few faculty and courses are involved. This, however, is in keeping with the fact that a focus is simply an emphasis within the Graduate Studies offerings and does not constitute a program. Also it should be remembered that formal courses may be supplemented where appropriate with individual reading and research courses.

6. In some cases relevant faculty and course offerings at other universities, and notably elsewhere within the University of Toronto, are mentioned. However, there has been no systematic attempt to list all the relevant faculty and courses available at other universities. Students are encouraged to explore such additional possibilities.

7. It should be understood that listing a focus in this section does not necessarily imply that there is extensive interdepartmental activity in the area in question. The purpose of these listings is to indicate to students interdisciplinary opportunities of which they can avail themselves, whatever the current state of interdepartmental activity.

8. Finally, it is not claimed that this

listing of focuses is complete, either in terms of coverage of focuses in the Institute or in terms of the faculty and course offerings relevant to a particular focus. For example, new focuses may emerge, new faculty may be added, and new courses may be developed after the Bulletin has gone to press. Students are encouraged to conduct their own inquiry into focus possibilities in the Institute appropriate to their interests and study objectives. Further, they should feel free to take an active role in identifying and developing focuses at the Institute.

9. In the listings it is not indicated whether the courses mentioned are half-courses or full courses or the term in which they are offered. It will be necessary to check with the course schedule or the department concerned.

ALTERNATIVES IN EDUCATION

Students interested in Alternatives in Education may create individual programs of study that focus on either (or both): (1) a re-examination of the purpose of education and alternative forms of educating in the context of Canadian society; (2) a consideration of options in instructional organization and design. OISE offers a wide range of courses across several departments which would be appropriate to such interests. As there is no formal program in Alternatives in Education, individuals may choose courses best suited to their specific interests. Without knowledge of such interests it is difficult to specify to which department it would be most suitable to apply. Students may also consider enrolling in an interdepartmental program. Those wishing to develop a focus in Alternatives in Education should contact any of the following people for consultation: David Hunt, Applied Psychology; Malcolm Levin, History and Philosophy of Education; David Livingstone, Sociology in Education; Roger Simon, Educational Administration; Allen Tough, Adult Education; and Joel Weiss, Curriculum.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education Practicum; 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment; 3424, Ontario Education; 3426 and 3427, The Canadian Political Culture and the Process of Political Socialization; 1100, Outline of Adult Education; 1119, The Social and Institutional Context of Adult Counselling; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (Women); 1427 (Native People); 1428 and 1212 (Immigrants); and 1380, 3380, 1903, and 3428 (Minorities including Native Indians).

The following faculty have a major interest in Canadian Studies in Education: Willard Brehaut, History and Philosophy of Education; James Draper, Adult Education; John Eisenberg, History and Philosophy of Education; Dormer Ellis and Roby Kidd, Adult

Education; Robert Laxer, Applied Psychology and Adult Education; Garnet McDiarmid, Curriculum; Betty Macleod, Educational Planning; Alison Prentice, History and Philosophy of Education; Howard Russell, Curriculum and Measurement, Evaluation, and Computer Applications; Alan Thomas, Adult Education; Harold Troper, History and Philosophy of Education; and Aaron Wolfgang, Applied Psychology. Students with an interest in the Franco-Ontarian area should also refer to the faculty listed under Franco-Ontarian Studies.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education; Curriculum; Educational Administration; Educational Planning; the Higher Education Group; Measurement, Evaluation, and Computer Applications (MECA); or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Charles Pascal, Higher Education Group; Alan Thomas, Adult Education; Richard Townsend, Educational Administration and the Higher Education Group; William Olivier, Measurement, Evaluation, and Computer Applications; Lynn Davie, Adult Education.

Examples of courses which might be of interest are: 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 1032, Administration of Community Colleges; 3018, The Politics of Education; 1712, Manpower Aspects of Educational Planning; 1805, The Community College; 1809, Administration of Colleges and Universities; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education; 1817, Research Methods in Higher Education; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions; 1505, Instructional Programming; 3902, Educational Systems and Social Change.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative, international, and development studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation: Donald Brundage and Roby Kidd, Adult Education; Garnet McDiarmid, Curriculum; Joseph Farrell, Educational Planning; Madan Handa, Educational Planning and Sociology in Education; Betty Macleod and David Wilson, Educational Planning; Willard Brehaut and John Mallea, History and Philosophy of Education; and David Livingstone, Sociology in Education. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a listing of currently available courses with a comparative or international focus, may write to Dr. David Wilson, Office of International Education, Director's Office. In addition, informal information may be obtained through the International Students' Association.

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, three departments, namely, Applied Psychology, Curriculum, and Special Education, pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the *M.Ed. for Special Purposes*. Applied Psychology and Curriculum make special mention of this focus in their respective sections of this Bulletin.

Focus advisors for the above three departments are William Fowler and Peter Gamlin, Applied Psychology; Ellen Regan, Curriculum; and Malcolm Garber and Dorothy Shipe, Special Education.

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the school programs focus of the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

The purpose of this focus is to provide some academic and practical experience for teachers in schools and leaders in a variety of fields. It is intended to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. An integrated set of courses is being developed by interested faculty members, and the following would be available for consultation: Richard Courtney, Curriculum; Roger Simon, Educational Administration; Harvey Narrol and Otto Weininger, Applied Psychology. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a list of relevant currently available courses, may write to the Coordinator of Graduate Studies.

EDUCATIONAL POLICY STUDIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in educational policy studies. Two general themes characterize educational policy studies. One is concerned with the methodology of educational policy analysis, ranging from quantitative methods to qualitative analysis, such as case studies. The second approach is focussed on the larger-scale relationship between education and other social and economic institutions with particular concern about how these are changing over time.

The following represent some of the faculty and courses available to students wanting to develop a focus in the area of educational policy studies: 1385, Curriculum Design and the Arts of the Practical, L. Berk; 1398, Practicum in Curriculum I; 1001, The School as a Social Invention, T. B. Greenfield and R. I. Simon; 1025, Schools and Their Effects on Achievement, M. Holmes; 1803, Recurrent Issues in Postsecondary Education, C. Pascal; 1848, Issues and Innovations in Graduate Education, A. Effrat; 1712, Manpower Aspects of Educational Planning, and 1714, Theory and Principles of Economic Planning Applied to Education, M. L. Handa; 3704, Management Models for Educational Institutions, G. S. Tracz; 1990, Applied Sociology in Education, F. Maidman; 3902, Educational Systems and Social Change, E. B. Harvey; and 3911, Planned Educational Change: Intervention Theories and Methodologies, M. Fullan. This focus is also related to intra-departmental focuses of the Department of Educational Planning and the Department of Sociology in Education.

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 1436, 3447, 1928, 1930, 1937, 3928, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: James Heap, Sociology in Education; Dieter Misgeld, History and Philosophy of Education; Ronald Silvers, Sociology in Education; Roger Simon, Educational Administration; Dorothy Smith, Sociology in Education; and Edmund Sullivan, Applied Psychology and History and Philosophy of Education.

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald Brundage, Adult Education; Margrit Eichler, Sociology in Education; David Levine, History and Philosophy of Education; Frank Maidman and Mary O'Brien, Sociology in Education; and Alison Prentice, History and Philosophy of Education.

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1421, The History of Women and Education, A. Prentice; 1422, Education and Family Life in the Modern World, D. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 1907, Family Socialization and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations, M. O'Brien; 3907, Family Problems, School Deviance, and Family Intervention, Staff (not offered in 1980/81).

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family studies education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the departments or the Coordinator of Graduate Studies in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1501, Computer-Guided Instruction, W. P. Olivier (not offered in 1980/81); 3606, Production and Evaluation of Educational Media, L. D. McLean; 1123, Seminar: Educational Applications of the Psychology of Communication, D. S. Abbey; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions, Staff; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1305, Techniques for Improving Instruction, B. Fillion and B. Kilbourn; and 1340, Audiovisual Communication in Teaching and Learning, F. B. Rainsberry.

Interested students should contact the focus advisor in their department or L. D. McLean in MECA. Studies in this focus can be realized by enrolling in an *M.Ed. for Special Purposes* or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

INTERPRETIVE AND EXISTENTIAL INQUIRIES IN HUMAN STUDIES IN EDUCATION

Various theoretical and practical issues in education may be considered within this focus group. However, the fundamental consideration is that the forms of knowledge addressed and in which action is embedded are those which place social scientists as persons proximate to the persons they study and which give precedence to the reality lived by those who are studied. Members within this focus group begin and sustain their work by giving authority to those being studied and by locating knowledge and truth in the intersubjective. Therefore, this form of inquiry requires going beyond description and seeks to recover analytically the social meanings behind experience and existence. The commitment behind the issues studied is multidisciplinary and, as represented by the different members of the focus group, draws from existentialism, Marxism, phenomenology, and philosophical anthropology.

Faculty participating in this focus group include: David Abbey and William Barnard, Adult Education; Vivian Darroch, Applied Psychology; Lynn Davie and Ann Fales, Adult Education; Ronald Silvers, Sociology in Education; Roger Simon, Educational Administration; Dorothy Smith, Sociology in Education; and John Weiser, Applied Psychology.

For courses which address the thought within this focus, consult with the faculty listed above.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Dwight Boyd, and John Eisenberg, History and Philosophy of Education; Jack Quarter, Applied Psychology; Edmund Sullivan, Applied Psychology and History and Philosophy of Education. Susan Pagliuso (Research Officer, MECA) has had considerable experience in this area particularly in Kohlberg theory and evaluation procedures. In addition, many members of the OISE Field Development staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: John Davis (Kitchener–Waterloo); Peter Evans (Sudbury); Mark Holmes (Coordinator of Field Development); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); John Ross (Peterborough); and Carmel Roy (Ottawa). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education, Staff; 3211, Seminar in Social Psychology in Education, J. Quarter; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg; and 3441 and 3443, Research Seminar in Moral Education: Part I and II, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1412, Education and Cultural Controversy, J. R. Mallea; 1427, The Native People: Education and Socialization in Historical Context, Staff; 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, Staff; 1317, Theory of Second-Language Teaching, H. H. Stern; 1336, Second-Language Learning, M. Swain; 1337, Bilingual Education and Bilingualism, M. Swain (not offered in 1980/81); 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; and 3717, Educational Policy Analysis I: Migration, Racial Issues, and Problems for Educational Policy, J. W. Holland and B. B. Macleod. Courses are also being developed by S. B. K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto Graduate Departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines, e.g., sociology, psychology, history, criminology, linguistics, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Donald Brundage, Adult Education; and Edmund Sullivan, Applied Psychology and History and Philosophy of Education. In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, C. Beck; and 3480, Religious Dimensions and Social Ethics, E. V. Sullivan (not offered in 1980/81). A special topics course in religious education is offered from time to time in the Department of Adult Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Dwight Boyd, History and Philosophy of Education; Margrit Eichler, Sociology in Education; Mary Guttman, Applied Psychology; Mary O'Brien, Sociology in Education; Alison Prentice, History and Philosophy of Education; Carol Reich, Special Education; Dorothy Smith, Sociology in Education; and Jeri Wine, Applied Psychology. The following courses, for example, might form a core for such an interdisciplinary focus: 1421, The History of Women and Education; 1422, Education and Family Life in the

Modern World; 1426, The History of Women and Education in Canada; 1439, Gender and Education: Philosophical Issues; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women's Studies and the Educational System: Strategies for Change (not offered in 1980/81); and 3974, Education and Gender Role in Traditional Social Thought.

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the above-mentioned faculty. See also the Women's Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Wollstonecraft Research Group; The Women in Canadian History Project (Department of History and Philosophy of Education); *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*); and GROW – Group for Research on Women (an OISE interdepartmental research group).

Adult Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, and Chairperson of the Department
(education for family living; research and development related to the family; and adult learning)

raduate Studies Academic Secretary:
AVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

VILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

VILLIAM L. BARNARD, *Ed.D. (Boston)*
Assistant Professor, and Coordinator, Specialization in Developing Human Resources (DHR)
(issues concerning human dialogue: interpersonal relations, personal growth, humanistic education, psychotherapy, experiential learning, consultation, organization development, community development, heuristic research)

YNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

AMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to the Department of Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development and aging; women's studies; self-directed learning)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (McGill), LL.D. (Trent)*
Professor
(comparative studies; learning theory and practice; education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed from Special Education

Admission inquiries should be directed to Diana J. Ironside.

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political economic issues related to adult education)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(the individual's major change efforts; human goals)

ASSOCIATED INSTRUCTORS:

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Counselling and organizational psychologist and management consultant

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counselling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate-level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see page 17.)

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources (DHR) is rapidly emerging as a recognized field of specialization within adult education, with a growing body of knowledge, theory, and practice.

Increasingly, senior members of business, government, labor unions, health and welfare agencies, recreation agencies, voluntary associations, the media, schools, libraries, consulting firms, colleges, universities, museums, prison management, and the professions are called upon to develop new competencies in developing human resources.

This specialization is designed to develop competent DHR practitioners in such newer technologies as organization development, consultation, planned change, community development, staff development, human relations training, management training and development, and leadership training. The specialization offers a progressive sequence of applied learning experiences related to the increasing number of institutions and organizations in the adult education "marketplace" affording new opportunities for graduate education which are soundly based upon multidisciplinary research on adult learning and human studies, in general.

The specialization may lead to the applied degrees of M.Ed. or Ed.D., or the M.A. or Ph.D. degrees, depending upon the background and educational goals of each candidate. Admission to a Certificate program is also available for mature students. Candidates may pursue the program on a full- or part-time basis, but must also fulfil appropriate residence requirements in the particular degree program being undertaken. The DHR fee is $1000 in addition to the regular course fees. Full-time attendance (two half-courses) is required of all DHR students during the six-week Summer Session. In addition to the courses available in the OISE building and the OISE Field Centres, DHR courses are available at the University of Ottawa during the Regular Sessions. (OISE students, with the approval of their faculty advisor and the Graduate Studies Office, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program.)

A participating candidate must be sponsored by an organization. Sponsorship involves the participation of a member of the organization on the student's Advisory Committee. Each new candidate participates in an entrance colloquium, and becomes a member of a peer Learning Group, which has its own substantial budget to develop the professional competencies of its members. Each candidate undertakes a human resource project in collaboration with the sponsoring organization as part of demonstrating his/her new competencies; the project may also serve, where appropriate to the specific degree program, for the thesis requirement.

Policies for this specialization are guided by a Management Committee comprising members from major Canadian institutions and private industries, and current student representatives.

Application forms and further information may be obtained from Dr. William L. Barnard, Assistant Professor and Coordinator of DHR Specialization located in Adult Education; telephone 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full- or part-time student. The program consists of a minimum of six half-courses, with an opportunity for additional courses. At least four of these courses must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counselling, which requires four additional half-courses. The Developing Human Resources specialization in the department requires two additional half-courses. The deadline for receipt of applications is February 1, 1980.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some sections of existing courses off-campus in Ontario for the purpose of making some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree program and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1980 Summer Session and the 1980/81 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1121 F,S,H Practicum in Adult Counselling

The following courses are recommended strongly:

1106 F,S,H Small-Group Experience and Theory
1113 F,S,H The Maturation Process and Adult Learning
1119 F,S,H The Social and Institutional Context of Adult Counselling
1120 F,S,H Foundations of Adult Counselling
1266 F,S,H Theory and Practice of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses. Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 37 and 38.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a well-rounded program of courses and thesis project which might include work in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1980, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 38 to 40.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 3152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

The following courses will be offered variously during the year, including the Summer Session, both during the day and after hours. See the OISE *Schedule of Courses* for dates and times.

Students are required to be present at

the beginning class of all courses, unless they have notified the instructor to the contrary.

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
J. R. Kidd, *A. M. Thomas*, or other instructor

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for M.A. and Ed.D. students in their year of residence and for Ph.D. students in their first year of residence. Other students may be included at the discretion of the instructor.
W. E. Alexander, *L. E. Davie*, or other instructor

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper or other instructor

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the various self-guided and professionally guided paths that adults choose for major personal change and learning, and (2) clarify one's own paths and goals, and develop fresh options and choices. Course methods: reading, self-insight exercises, brief lectures, personal class discussion.
A. M. Tough or other instructor

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to arents; skills and methods for working vith parents.

Students will share in the setting of earning objectives for the seminar and vill be required to participate in the reparation and presentation of projects elated to selected areas of study.

. H. Brundage or other instructor

110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

theoretical and experiential examinaion of the task of the facilitator in roup learning situations. The course vill examine basic learning processes nd alternative approaches and activiies that facilitators can use to aid the levelopment of these processes. Personal nd situational factors influencing hoice of alternatives will be explored.

It is suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.

. R. Griffin or other instructor

1111 F,S,H THE FUTURE AND THE ADULT EDUCATOR'S CAREER

broad survey of various positive utures for adult learning, human rowth, education, lifestyles, world iews, society's goals, etc. Each student vill then examine and clarify personal oals, purpose in life, professional alues, and potential career paths.

Staff

1113 F,S,H THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and levelopment with emphasis on the hanging needs and capacities of adults or learning throughout life. Consideraion will be given to optimal learning nvironments for adults and to the pplication of theory and research indings to adult education practice.

Staff

1114 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART I

An exploration of adult learning in everal societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.

J. R. Kidd or other instructor

1115 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART II

For description see 1114F,S,H. Students will apply comparative methods to a range of adult educational problems.

Prerequisite: Completion of 1114F,S,H, and permission of the instructor.

J. R. Kidd or other instructor

1119 F,S,H THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELLING

The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counselling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counselling, broadly defined, is offered.

R. M. Laxer

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING

An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program

will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1121 F,S,H PRACTICUM IN ADULT COUNSELLING

This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)

An opportunity to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available.

Prerequisite: Permission of the instructor.
W. L. Barnard or other instructor

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION

Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transactional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
D. S. Abbey or other instructor

1125 F,S,H ADULT BASIC EDUCATION

An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
J. A. Draper or other instructor

1130 H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR

A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1132 F,S,H EVALUATION, THE ARTS, AND EDUCATION

A course combining extensive reading with practical testing of evaluation methods in the area of the arts. Topics which may be investigated include: museum and art gallery courses for adults; the use of theatre in community development; dance, film, and television as art forms in adult learning; etc. Material from both formal and nonformal educational opportunities will be utilized, and students will be encouraged to conduct an evaluation project as part of their study.
D. S. Abbey or other instructor

1133 F,S,H QUALITATIVE RESEARCH IN ADULT EDUCATION

This course is concerned with approaches to research that employ experiential learning, using images and concepts derived from experience to develop theory which is rigorously tested in field settings. Among the research theorists considered are Moustakas, Shotter, Buber, Friedman, MacMurray, Maslow, Glaser, and Strauss. The course provides students with an opportunity to design a mini-research proposal drawing upon various strategies of qualitative research.

Prerequisite: Course 1103H or permission of the instructor.

W. L. Barnard or other instructor

1134 F,S,H SELF-GUIDED LEARNING AND CHANGE

An opportunity to learn about the large portion of intentional adult learning and change that is self-guided. Brief lectures, class discussion, and reading will help each person develop a small project – either interviewing adults about some interesting aspect of their self-guided learning and change, or developing some fresh innovative practice such as a printed tool or a goal-setting workshop.

A. M. Tough or other instructor

1135 F,S,H ORGANIZATION DEVELOPMENT

This course is an introduction to the basic assumptions and technologies of planned change in organizations, a process that is seen to involve a major educational component. Alternative learning theories and strategies are subjected to experiential testing in various organizational settings, includ ng the class itself considered as an organization.

Prerequisite: Permission of the nstructor.

W. L. Barnard or other instructor

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. Canadian examples include armed services training programs for the two world wars, the federal bilingual program, and the Manpower training program. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.

Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.

Staff

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.

Staff

3111 F,S,H THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological

development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.
A. W. Fales or other instructor

3112 F,S,H EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults from the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.
A. W. Fales or other instructor

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H but at a more advanced level.

Prerequisite: Permission of the instructor.
Staff

3124 F,S,H ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.
V. R. Griffin or other instructor

3125 F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review fiattempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
J. R. Kidd or other instructor

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

Adult Education students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor, and Chairperson of the Department
(counselling psychology; controlling effects of social stimuli)

Graduate Studies Academic Secretary:
S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor, and Associate Chairperson of the Department
(motivation and learning; second-language learning; research design; remembering)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(development of thinking abilities; thinking games; childhood education; educational alternatives)

ROBBIE CASE, *Ph.D. (Toronto)*
Associate Professor
(developmental, cognitive, and instructional psychology)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(interpretive analysis of personal understandings, reflective analysis of counselling theories, biographical narratives)

WILLIAM FOWLER, *Ph.D. (Chicago)*
Professor
(cognitive development and learning in infants and preschool children; cognitive style and early reading; day care)

Please direct inquiries for this department to Professor Clifford M. Christensen.

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counselling psychology; career development; group processes; psychology of women)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counselling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; cognitive style and learning; teacher characteristics, teacher–pupil interaction, classroom consultation, and in-service training)

HARVEY G. NARROL, *Ph.D. (Indiana)*
Associate Professor
(studies of the use of incentives in classroom learning)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(cognitive development; theory of instruction; psycholinguistics)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(human memory and information processing)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

CLIFFORD C. PITT, *Ph.D. (Columbia)*
Professor, and Director of OISE
(counselling; intellectual assessment; educational provisions for individual differences; psychology in industry; psychological-theological relationships)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed to History and Philosophy of Education and to the Franco-Ontarian Centre
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counselling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(personality theory; early emotional attachment and subsequent development; psychodynamics; techniques of diagnosis, psychotherapy, and interviewing; functional learning disabilities)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counselling psychology; counsellor education; process and outcome in counselling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiet and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, Learning Materials Development and Implementation Centre, and Head, OISE Trent Valley Centre
(adolescent psychology; development of instrumental materials; administration of educational research and development)

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career education; computerized guidance systems; individual/group counselling; adult career change processes; student speaking, writing, decision-making; organization and administration of guidance services)

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Ottawa Valley Centre
(teaching strategies; the teaching-learning process; in-service training for teachers)

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre

(early childhood education; psychology of change and adjustment in education and in-service education; native learning styles)

ASSOCIATED INSTRUCTORS:

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

MARY BLUM, *M.A. (Toronto)*
Clinical Director, Child and Adolescent Services, Hamilton Wentworth Regional Health Unit; Assistant Clinical Professor, Department of Psychiatry, McMaster University

CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's Compensation Board, Hospital and Rehabilitation Centre, Toronto

RENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

MELVYN DAVINE, *Ph.D. (Queen's)*
Psychologist, Thistletown Regional Centre for Children and Adolescents

DAVID DAY, *Ph.D. (Windsor)*
Acting Chief Psychologist, St. Michael's Hospital

ELEANOR DICKSON, *Ph.D. (Ottawa)*
Psychologist, St. Michael's Hospital

KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre

WILLIAM H. EULL, *Ph.D. (Bowling Green State University)*
Director of Child and Family Clinic and Dellcrest Day School Program, Dellcrest Children's Centre

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation

ROBERT E. FITZGERALD, *Ph.D. (Western Australia)*
Psychologist, North York General Hospital

RUDOLPH HEINZL, *M.A. (Toronto)*
Director, Student Counselling Service, McMaster University

SUZANNE HIDI, *Ph.D. (Toronto)*
Research Officer, Applied Psychology, OISE

DAVID JACKSON, *Ph.D. (Chicago)*
Jackson Smith and Associates Ltd.

DAVID JORDON, *Ph.D. (Colorado)*
Director of Counselling Services, Psychology Department, Brock University

SAMUEL KLARREICH, *Ph.D. (Toronto)*
Chief Psychologist, Scarborough Centenary Hospital

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Browndale (Ontario)

UMESH KOTHARE, *Ed.D. (Toronto)*
Psychologist – private practice

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Director of Research, Donwood Foundation

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

RUDY PHILIPP, *Ph.D. (Queen's)*
Acting Chief of Psychology, Thistletown Regional Centre for Children and Adolescents; Director of West Metro Youth Services

RUTH PIKE, *Ph.D. (Toronto)*
Associate Professor, Faculty of Education, University of Toronto

EDWARD W. G. POMEROY, *Ph.D. (Colorado)*
Counselling Psychologist, Counselling Services, Brock University

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, Comprehensive Behavioral Consultants, Toronto

DONALD PROUD, *Ph.D. (Ottawa)*
Chief Psychologist, Lakeshore Psychiatric Hospital

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Head of Psychology, Sunnybrook Medical Centre

CHRISTOPHER ROSS, *Ph.D. (Calgary)*
Psychologist, Forensic Unit, Clarke Institute of Psychiatry

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, and Special Lecturer, Psychology Department, University of Toronto

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

RALPH SHEDLETSKY, *Ph.D. (York)*
Psychologist, Sunnybrook Medical Centre

MARTI SMYE, *Ph.D. (Toronto)*
Jackson Smith and Associates Ltd.

GRAHAM TURRAL, *Ed.D. (Chicago)*
Chief Psychologist, Metro Toronto Forensic Services, Clarke Institute of Psychiatry

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

HEATHER ANN WHITE, *Ph.D. (York)*
Senior Psychologist, Northern Services, Queen Street Mental Healt Centre

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

DAVID YIELDING, *M.Ed. (Toronto)*
Coordinator of Guidance for the Borough of York

GERALD YOUNG, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Counselling
3. School Psychology
4. Master of Education for Special Purposes

Note: Some doctoral programs in this department will require comprehensive examinations.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1*. All continuing part-time students must submit their application for admission to courses by *April 1*.

The core of the program consists of wo general courses which the student is required to take and one individually designed for each student. Ordinarily, all three of the following courses are required.

200 F,S,H Introduction to Educational Psychology
235 F,S,H Research Methods in Educational Psychology (available during summer)
252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

Three additional courses are to be elected from the following departmental offerings. Equivalent offerings from he School Psychology and Counselling divisions of the department, as well as other departments, may be substituted with the approval of the student's dvisor. For any specific year, other courses will be added to or deleted from his list depending upon staff. The dvisor will be aware of updates of the ollowing list of courses offered by division faculty.

201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1207 F,S,H Motivation in Educational Contexts
1209 F,S,H Seminar: Social Psychology and Education
1210 F,S,H Learning Styles and Teaching Approaches
1227 F,S,H Practicum in Educational Psychology
1230 F,S,H Practicum in Value Education
1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
1237 F,S,H Intellectual Development and Instructional Design
1241 F,S,H Methods of Early Education and Child Care
3222 F,S,H Analysis of Teaching Strategies

The remaining two courses may be taken elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

All applicants must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see page 17).

The course of study of the one-year

M.A. program consists of the following courses and a research thesis.

1226 F,S,H Selected Problems in Educational Psychology
(specialized study under the direction of a staff member);
1227 H Practicum in Educational Psychology
1234 A Introduction to the Psychological Analysis of Educational Issues
1235 F,S,H Research Methods in Educational Psychology
(M.A. students are required to take this last course during the Regular Session.)

Students are required to complete their program by choosing an option from the 1200 or 3200 level.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 and 12, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(b) Appropriate letters of reference mus be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) After an initial screening, successful applicants will be interviewed by a selection team.

(d) Ordinarily, one year of professional preparation in education is required.

(e) Successful professional experience in education is a requirement.

(f) The applicant must submit scores on the Aptitude Test of the Graduate Record Examination and the Psychology Area Test.

(g) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time course work. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide ourses appropriate to the student's najor interest.

OURSE REQUIREMENTS

f the eight half-courses required, four vill be directly in an Educational sychology major, including 3266F,S,H, nd four additional courses will be ormally divided into two minor areas. our half-courses will be considered to e a normal course load for the Regular ession of the resident year since the ormulation of a thesis proposal is xpected by the end of the residency.

The Ed.D. thesis will report the esults of a study which addresses heoretical issues applicable to profes- ional concerns and practice, or which ocusses directly on empirical aspects of ducational practice.

OCTOR OF PHILOSOPHY WITH PECIALIZATION IN APPLIED SYCHOLOGY (EDUCATIONAL SYCHOLOGY OPTION)

tudents intending to proceed to the octoral degree should normally enter ith the University of Toronto four-year ndergraduate degree in Psychology or quivalent, and with the M.A. degree escribed under the heading Master of rts with Specialization in Applied sychology (Educational Psychology ption). However, a limited number of utstanding students holding an appro- riate master's degree in Psychology rom elsewhere will be admitted to the econd year of the doctoral program. his may require prerequisite study in he preceding summer.

The applicant must submit the ollowing:

) Scores on the Aptitude Test of the raduate Record Examination and the sychology Area Test.

) One paper, or a summary of it, hich the student feels represents is/her best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 38 to 40, the program for the second and third years presently consists of eight half-courses as follows:

(a) A major, consisting of four of the 3200 series seminars from Educational Psychology.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies or in another department of OISE. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

2. COUNSELLING

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the increasing need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. At the present time the Ministry of Education is discussing whether or not part of the M.Ed. degree program in Guidance and Counselling may be used for credit toward the Specialist Certificate in Guidance for the province of Ontario. The exact requirements for the specialist certificate are not known at this time; however, further information may be obtained from the Ministry of Education, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1978 may obtain the Specialist Certificate by completing the requirements for such certification as existed at the time they began the program.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriately related experience may apply for an M.Ed. for Special Purposes with an emphasis in counselling. While such a program would be similar to the one described below, individualized programs would be worked out with each student.

Please note: All new applications for this program commencing in the Regular Session or Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

In addition to the general requirements detailed on pages 11 and 12, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required t take course 1261F,S,H. All degree programs consist of a minimum of eigh half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before selecting their program, so that they ca arrange for courses in an appropriate sequence. Prerequisites are listed with the course descriptions at the end of thi section of the Bulletin.

The normal requirements of the program include the following:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1261 F,S,H Group Work in Counselling
1266 F,S,H Theory and Practice of Vocational Development
1611 F,S Educational and Psychological Testing for Guidance Personnel

Suggested options include the following
1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1205 H Individual Intellectual Assessment
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1209 F,S,H Seminar: Social Psychology and Education
1217 F,S,H Theories of Behavior Modification
1260 F,S,H Foundations of Guidance and Counselling
1262 H Organization and Administration of Guidance Services
1267 Y Advanced Practicum in Counselling

Options available from the course listings in other OISE departments:
1284 F,S,H Behavior Disorders in Relation to Education
1040 F,S,H Administrative Problems I: The School System

1113 F,S,H The Maturation Process and Adult Learning
1302 F,S,H Innovations in Curriculum and Instruction in the Elementary School
1660 F,S Introduction to Empirical Research in Education
1666 F,S,H Elements of Statistics
Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

For full details of this program, see "Programs of Specialization" in the Department of Adult Education.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two focuses (Focus 1 and Focus 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the focuses themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 11 and 12, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold a master's degree in Psychology or a closely related area but who lack the prerequisites listed above may be admitted to the two-year Ed.D. program (Focus 2). The extensive practicum and internship experiences in that program compensate for the student's lack of direct preparation and experience in the fields of counselling and/or education.

(d) Individuals holding a bachelor's degree in Psychology or a closely related area who wish to pursue the two-year Ed.D. (Focus 2) may apply for admission to the M.Ed. (Focus 2) program in Counselling, which is fully described at the end of this section. Upon completion of all the requirements for this M.Ed. degree, interested students who apply will be seriously considered for admission to the Ed.D. (Focus 2) program.

(e) Applicants who hold an M.Ed. or other non-thesis master's degree may be required to complete a Qualifying Research Paper prior to formal admission to the Ed.D. program. (See General Requirements for Degrees, pages 37 and 38.)

PROGRAMS OF STUDY

Both focuses centre on a common core of required courses related to the development of competence in counselling theory and practice and to the development of research skills. All students are required to take the following courses:

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 Y Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

Additional coursework with specialization appropriate to the particular focus is required.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

FOCUS 1

Counsellor training in this focus emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This focus will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting. Applicants will normally have accumulated successful experience in school counselling or related educational positions, and must have an M.Ed. degree in Guidance and Counselling from the University of Toronto or its equivalent.

Residence Requirements

Each student must remain in residence at OISE for one full year, and in addition acquire a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, but must enter the year of residence within two years of admission to the program.

Internship Requirements

The internship is normally undertaken at the school or other place of employment from which the students had taken a leave for their year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

Coursework

Students are required to take at least four courses in addition to those in the core specified above. These shall be selected by the student in consultation with his/her faculty advisor, and must include a minor area of concentration fiappropriately related to the student's career interests. Such a minor might be chosen from among the following:

Career Development
Educational Administration
Sociology in Education
Educational Psychology

FOCUS 2

The principle emphasis in this focus is

n the development of an advanced level f the counselling and assessment skills ppropriate to an understanding of ndividuals and the tactics for bringing bout appropriate change in their ehavior and in their lives. In addition, tudents are expected to acquire the bility to consult appropriately with ther professionals in the community, to lan and evaluate programs for the elivery of counselling and related ervices, and to design and carry out ounselling-related research. Graduates f the program will be prepared to ssume a variety of positions in educaion and in the community, including aculty positions in counsellor training rograms, professional positions in gencies offering psychological services, nd counselling positions on the staff of niversity or college counselling centres.

Students holding a master's degree in Counselling Psychology, Psychology, or closely related discipline, from the University of Toronto, or its equivalent, may be admitted directly to the Ed.D. Focus 2) program; those who hold a bachelor's degree in Psychology or a losely related discipline and who wish o proceed to the Ed.D. (Focus 2) may e admitted to the M.Ed. (Focus 2) rogram in counselling described below, nd will be eligible to apply to the Ed.D. program upon successful compleion of the M.Ed. requirements.

Five areas of essential content for a rofessional training program in Counselling Psychology have been pecified by the Counselling staff: ounselling and psychotherapy, assessment, statistics and research design, sychometrics and computer applicaions, and ethics and professional issues. The required courses for each section re given below.

Residence Requirements
Two years of residence are required of tudents entering the Ed.D. (Focus 2) rogram.

Internship Requirements
All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (Focus 2) program will undertake their first internship during their first year in residence.

Coursework
Students are required to successfully complete a combination of the courses listed below. The minimum number of half-courses required of a student in this Ed.D. program is eight; if the student lacks prior professional preparation in education, the minimum number of required courses is ten. Students may choose or be required to exceed this number. Specific course requirements may be waived if the student can demonstrate that he/she has successfully taken these or their equivalents.

(a) Counselling and Psychotherapy
3215 F,S,H Seminar in Counselling Psychology: Part I
3217 Y Practicum in Counselling Psychology
1215 H Seminar: Group Processes
plus one of:
1266 F,S,H Theory and Practice of Vocational Development
3233 F,S,H Research Seminar on Vocational Theory and Career Development

(b) Assessment
3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II

(c) Statistics and Research Design
3666 F,S Intermediate Statistics and Research Design
3216 F,S,H Seminar in Counselling Psychology: Part II
3218 F,S,H Research Seminar in Counselling

(d) Psychometrics and Computer Applications
1680 F Elements of Scaling
1503 F,S,H Introduction to Computer Applications in Education

(e) Ethics and Professional Issues
3204 F,S,H Ethical Issues in Psychological Research and Practice

Additional optional courses in each of these areas may be undertaken by the student in consultation with his/her advisor. Students wishing to substitute a related course for one of those listed must obtain approval from the faculty advisor and the Department Chairperson.

Examinations

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be undertaken upon completion of coursework requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics and computer applications, and ethics and professional issues.

M.ED. (FOCUS 2) PROGRAM REQUIREMENTS

Students entering the program with both an undergraduate degree in Psychology and teacher certification, together with some experience in counselling or a related field, are required to undertake a minimum of eight half-courses. Students entering with an academic background in psychology and some counselling-related experience will be required to take ten half-courses. Those with neither of these may be admitted to the program but will be required to complete twelve half-courses.

Residence Requirements

Students are required to remain in residence for at least one year. As the maximum number of courses a student may normally take during an academic year is six, with an additional two in the summer, most students will likely be in residence in this program for more than the minimum of one year. Some of the required coursework may be undertaken on a part-time basis.

Internship Requirements

During the second year of the M.Ed. (Focus 2) program, an internship of approximately two days per week in an appropriate professional helping institution is required. Individual arrangements must be made with the Coordinator of Internships. This internship could also meet one of the internship requirements of the Ed.D. program should a student be admitted to that program at a later date.

Coursework

The courses listed below must normally be taken by students in the program; in special circumstances, alternative courses may be taken with the approval of the student's faculty advisor. Additional courses may be chosen from among those listed immediately above (Ed.D. Focus 1 or 2) or from among other courses offered within the Institute or the University of Toronto. Course selections must be made in consultation with the student's faculty advisor.

1215 H Seminar: Group Processes
3204 F,S,H Ethical Issues in Psychological Research and Practice
3215 F,S,H Seminar in Counselling Psychology: Part I
3217 Y Practicum in Counselling Psychology
3224 F,S,H Individual Personality and Educational Assessment: Part I

Qualifying Research Paper

Prior to admission to the Ed.D. program students who have not had previous research experience are required to complete a Qualifying Research Paper (QRP). A research project may be undertaken as part of the student's M.Ed. program through an individual reading and research course (1252 F,S,H) which later might, if appropriate, be submitted as the QRP requirement.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

This program is designed primarily for persons who desire to assume a leadership role in counselling psychology in Canadian education. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of guidance; to act as specialists in in-service training and as staff members in agencies offering psychological services; to function as counselling psychologists on the staff of counselling centres in colleges and universities. In accordance with these goals, the program could be described as being educationally rather than clinically oriented, to the extent that such a distinction can be made.

Admission requirements to a Ph.D. program are outlined on pages 10 and 11. Students seeking admission to this Ph.D. program should have undergraduate specialization in psychology. Applicants are not required to submit MAT or GRE scores. The program has a minimum residence requirement of three years for students entering with a four-year University of Toronto B.A. in Psychology, or equivalent. Normally, students will be able to complete the degree within the three-year period. However, individual differences in background and progress, as well as the decision to pursue a particular area of interest in greater depth, might extend the period of study.

The three years of residence include three academic years of full-time study and considerable time spent in internships.

Programs are individually designed by the student and advisor to ensure adequate coverage of necessary areas of competency. The full-time internships during the summer, and part-time internships during the regular academic year, will be planned to supplement course work, help students integrate theory with practice, and provide some specialization appropriate to the student's major interests.

The following courses are required of all Ph.D. students. Normally, the first three are completed during the first academic year, while the fourth one is completed in the second year.

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 Y Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

The courses listed below are also required, but can be waived by the student's advisor if the student has had an equivalent course elsewhere.

3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II

3666 F,S Intermediate Statistics and Research Design

The following courses are recommended but not required:

1215 H Seminar: Group Processes

1228 F,S,H Individual and Group Psychotherapy for Counselling: Part I

1229 F,S,H Individual and Group Psychotherapy for Counselling: Part II

Other courses to be completed during the three years of residence include:

(a) A first minor, generally consisting of two half-courses in either Educational Psychology or School Psychology.

(b) A second minor, ordinarily consisting of two half-courses or equivalent taken outside the department. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

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3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 17.

The program normally requires a minimum residence period of two academic years.

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(a) The School Consultant Program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis.

(b) The twelve half-courses to be selected will comprise a maximum of nine required half-courses and a minimum of three half-course options, selected as follows:

– All students are ordinarily required to take 1219F,S,H Professional Orientation and Ethics in School Psychology; 1220F,S,H and 1221F,S,H Seminar and Practicum in School Psychology, Part I and Part II, respectively; and 1216F,S,H Psychoeducational Appraisal.

– 1666F,S,H Elements of Statistics. Some students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

– The student must also choose at least four half-courses, such as those on the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217 F,S,H Theories of Behavior Modification

1222 F,S,H Behavior Modification Techniques, with Practicum

1224 F,S,H Psychopathology of Childhood

1225 F,S,H Practicum in Diagnostics and Psychotherapy

1237 F,S,H Intellectual Development and Instructional Design
1261 F,S,H Group Work in Counselling
3217 Y Practicum in Counselling Psychology
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-Service Training and Teacher Consultation
3227 F,S,H Play and Education

Students may fulfil the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(c) There are a few restrictions concernng the choice of optional courses:

- A maximum of two OISE courses nay be chosen from outside the Departnent of Applied Psychology.

- Students must take at least twelve half-courses at OISE, but, if their background permits, they may be able o substitute even further for some of he foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYHOLOGY SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practial psychoeducational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in pplying psychological principles to the otal school situation. Graduates of this rogram would probably find themelves in a position of greater adminstrative responsibility than would graduates of the master's program. They would be engaged in activities that ut a premium on the knowledge of sychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to a two-year doctoral program.

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see page 17.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

The following is a list of the normal course requirements, within which the student and advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, course availability, and internship placements.

First Year
A student accepted into the Ph.D. program having already earned a master's degree in Applied Psychology, with an acceptable master's thesis, at another university, but not considered to be equivalent to the M.A. School Consultant Option program, may be required to take a three-year doctoral program. The first year will be designed individually to provide the student with training equivalent to that received by our own students in their two-year M.A. program.

Note: Students entering the first or

second year of the Ph.D. program with no school experience will be expected to participate for credit in courses 1219F,S,H, 1220F,S,H, and/or 1221F,S,H. In such cases, course 3202F,S,H will be taken in the next year of the program.

Second and Third Years

(a) A major comprising at least four half-course equivalents plus internship: i.e.,

i. a combination of
3666 F,S Intermediate Statistics and Research Design
(to be arranged by advisor, if appropriate), and
3205 F,S,H Research Methods in School and Community Psychology

or a combination of either 3666F,S or 3205F,S,H with
3226 Y Interpretive Methods in Psychoeducational Research

ii. one half-course from the 3200 series in Applied Psychology

iii. a practicum:
3202 F,S,H Advanced Practicum in School Psychology

iv. an internship:
3219 Y Advanced Internship in School and Community Psychology
(The supervised internship in a school and/or community setting will require a minimum of three days per week for ten months.)

(b) A first minor comprising two half-course equivalents to be selected from the following topic areas:

PSYCHOEDUCATIONAL ASSESSMENT:
1216 F,S,H Psychoeducational Appraisal
1237 F,S,H Intellectual Development and Instructional Design
3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II
3240 F,S,H Projective Techniques

DIAGNOSTICS AND PSYCHOTHERAPY:
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnostics and Psychotherapy
3241 Y Advanced Practicum in Diagnostics and Psychotherapy

COUNSELLING:
3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 Y Practicum in Counselling Psychology

BEHAVIOR MODIFICATION:
1217 F,S,H Theories of Behavior Modification
1222 F,S,H Behavior Modification Techniques, with Practicum

TEACHING STRATEGIES AND CONSULTATION SKILLS:
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-Service Training and Teacher Consultation
1210 F,S,H Learning Styles and Teaching Approaches

LEARNING AND COGNITIVE PROCESSES:
3200 F,S,H Research Seminar on the Cognitive Processes in Education
3209 F,S,H Psycholinguistics: Language, Thought, and Instruction
3220 F,S,H Analysis of Learning Tasks
3237 F,S,H Recent Theoretical Advances in Intellectual Development

PERSONALITY AND MOTIVATION:
1204 F,S,H Personality and Education
1207 F,S,H Motivation in Educational Contexts
3212 F,S,H Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214 F,S,H Central Nervous System Information Processing and Children's Learning
3285 F,S,H Research Seminar: Children with Special Learning Disabilities

EDUCATION OF YOUNG CHILDREN:

1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
3206 F,S,H Research Seminar in Cognitive Development and Learning in Early Childhood
3227 F,S,H Play and Education

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor, consisting of a full course, or two half-courses, taken outside the Department of Applied Psychology. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

(d) Comprehensive examinations in core areas of psychology and professional specialization.

(e) A dissertation is also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. degree program. Further information about this degree will be found on page 35.

Please note: All new applications for this degree commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology division of the department. The focus consists of a core of three required half-courses:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1241 F,S,H Methods of Early Education and Child Care

plus optional courses in early childhood education and related areas in Applied Psychology and other departments, drawn from a list of relevant offerings on file with the focus advisor. Three of the five optional courses in an eight half-course M.Ed. program and five of the seven optional courses in a ten half-course program must have substantial emphasis on early childhood education or development.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

Dr. Aaron Wolfgang and Dr. S. B. Kent Henderson will be the faculty advisors. It is suggested that these advisors be consulted before applying for admission. Students will be required to take the following courses:

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians (*A. Wolfgang*)
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level (*S. B. K. Henderson, S. Miezitis, J. Quarter,* and *A. Wolfgang*)

plus two courses from the following:

1428 F,S,H Immigrant and Ethnic Concerns in the History of Canadian Education (*H. Troper*)
1903 S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (Staff)
1317 Y Theory of Second-Language Teaching (*H. H. Stern*)
1336 F,S,H Second-Language Learning (*M. Swain*)
1337 F,S,H Bilingual Education and Bilingualism (*M. Swain*, not offered in 1980/81)
1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum: A Colloquium (*G. L. McDiarmid*)

THE POLICY OF THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY ON INDEPENDENT PRACTICE

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of

learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are required to obtain permission from the instructor before enrolling in the course.
L. E. Pass, J. Wine, and staff

1203 Y PRACTICUM IN COUNSELLING

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. L. E. Pass.
M. Guttman, V. Darroch, L. E. Pass, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION

Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group

test administration.
Prerequisite: Permission of the instructor.
Staff

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION

An examination of aspects of human cognition and their relevance to the conduct of a class. This includes theories of pattern recognition and reading, attention, memory, thinking, and language.
S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS

Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION

Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES

Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang

1215 H SEMINAR: GROUP PROCESSES

This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 F,S,H PSYCHOEDUCATIONAL APPRAISAL

Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children and the Stanford-Binet, on tests of specific cognitive and perceptual dysfunction, and on assessment of atypical children. Primarily for students in the School Psychology program.
R. J. Friedman and *S. Miezitis*

1217 F,S,H THEORIES OF BEHAVIOR MODIFICATION
A number of approaches to behavior change will be surveyed in an attempt to interpret and reconcile them within a reinforcement-learning model. A humanistic behavior modification system, including factors of attention, emotion, communication, and cognition, will be developed and explained. The application of these approaches within the educational system will also be discussed. A self-modification project will be undertaken by each student.

Prerequisite: Permission of the nstructor.
H. G. Narrol

1219 F,S,H PROFESSIONAL ORIENTATION AND ETHICS IN SCHOOL PSYCHOLOGY
An examination and discussion of the historical development of school psychology and the laws and ethics that guide its practice.

Prerequisite: Permission of the nstructor.
S. B. K. Henderson

220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I
Discussion of professional relations in chools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only.
R. J. Friedman (Practicum: *R. J. Friedman, S. B. K. Henderson, S. Miezitis, H. G. Narrol,* and *O. Weininger*)

221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II
Further examination and discussion of professional relations in schools, ethical onsiderations, strategies of applying psychological principles to educational problems in the school, and case onferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only.

Prerequisites: 1219F,S,H and 1220F,S,H.
S. Miezitis and *O. Weininger* (Practicum: *R. J. Friedman, S. B. K. Henderson, S. Miezitis, H. G. Narrol,* and *O. Weininger*)

1222 F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM
Practicum and instruction in appropriate use of behavior modification techniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and/or supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.
H. G. Narrol

1224 F,S,H PSYCHOPATHOLOGY OF CHILDHOOD
Consideration of the meaning of atypical behavior in children, focussing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: Permission of the instructor.
R. J. Friedman

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY
For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a

current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will critically examine several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. Selected models will be compared, contrasted, and related to relevant psychological literature. Methods and techniques will be considered, but development of skills will not be emphasized. For students other than School Psychology and Counselling Psychology majors, permission of the instructor is required.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

This course is a continuation of 1228F,S,H with an emphasis on developing skills in using the methods and techniques derived from contemporary models of psychotherapy.
Staff

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructor.
Staff

1231 F,S,H THE PSYCHOLOGY OF READING

The course examines *(a)* current psychological theory and research on fluent and beginning reading and *(b)* methods of reading instruction, including both traditional programs and those under development. The course will emphasize critical analysis of psychological findings, and methods of applying the results of research to the development of programs of reading instruction.
S. Palef

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING

The course will combine theory and practicum in the use of classroom observation techniques, diagnostic teaching approaches, and pupil interviews in the assessment of children's learning problems. In the practicum the teachers will learn to assess individual learning styles in their pupils and will experiment with alternate teaching approaches to foster learning in children who experience difficulty.
S. Miezitis

1234 A INTRODUCTION TO THE PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES

Pertinent educational issues are presented for examination from various psychological perspectives. The objectives are to provide the students with a generic skill in the psychological analysis of educational problems, and to

acquaint them with some specific psychological approaches that might be applied. For all first-year students in Educational Psychology; otherwise permission of the instructor.
J. Quarter

1235 F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY
A seminar course to provide a background in basic research skills for students of educational psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE
This course is intended to help those nvolved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of ndividual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of he effect of attitude and personality on nnovativeness will be included.

The course is designed for teachers, esource personnel, and administrators lready involved in the process of urriculum innovation. Students will be equired to examine some aspect of their own work toward educational change in he light of the concepts studied.
C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN
The purpose of this course is to provide tudents with a basic understanding of he manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY
A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE
This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
W. Fowler

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING
Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student

maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING
Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
R. M. Laxer, L. E. Pass, J. C. Weiser, and *A. Wolfgang*

1262 H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES
A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT
This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S Educational and Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING
A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION
An examination of knowledge – how it is acquired, how it is represented in human memory, and how it is used. Topics include models of semantic memory, perception, reading, verbal and visual memory, aspects of language comprehension, question answering, simple problem-solving, and learning. The topics are discussed in terms of their importance for educational theory and practice.
S. Palef

3201 F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural–historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological–psychological perspective, (3) the cognitive developmental perspective, and (4) the individual differences perspective.

D. R. Olson

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H.

R. J. Friedman, S. Miezitis, H. G. Narrol, and *O. Weininger*

3203 Y PSYCHOLOGICAL DIMENSIONS OF SOCIAL ETHICS

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.

E. V. Sullivan

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete, ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as a psychological professional. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.

E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.

M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, problems of research, and the development of educational methods and programs for

young children. Review papers are included; also empirical work on problems and the development of materials, methods, and measures in relation to ongoing infant and/or preschool programs.
W. Fowler

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts, and each part will be covered by either of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistic processes: language acquisition, language comprehension, memory processes, etc., and the role of linguistic processes in perception, thinking, and instruction.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching/learning process and how such an analysis can facilitate liaison between psychology and education, and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.
D. Hunt

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analysed in order to integrate ideas with education practice.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous system development, early stimulation, early deprivation, and subsequent intellectual and cognitive abilities is investigated. Also studied is present information concerning some aspects of neuropsychological impairment on subsequent learning.

Prerequisite: Permission of the instructor.

O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

For students in the Ph.D. and Ed.D. programs in Counselling Psychology. Theories of counselling and psychotherapy are examined within a framework of current issues in psychology. This course also addresses theories of counselling and psychotherapy through reflective analysis.

V. Darroch

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.

A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor required of all students other than those in Counselling Psychology.

C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.

J. Wine

3219 Y ADVANCED INTERNSHIP IN SCHOOL AND COMMUNITY PSYCHOLOGY

This internship involves supervised experience appropriate to the requirements of the school or community setting. Such experience may involve individual casework, group work, family treatment, general systems change, etc. Usually, students will take this internship toward the end of their coursework.

R. J. Friedman, S. Miezitis, H. G. Narrol, M. Orme, and *O. Weininger*

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem. About half the course sessions are conducted in a school setting where supervised individual work with children is carried out related to the designated problem.

C. Bereiter

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

In this seminar course, an attempt will be made to consider the processes involved in human learning, cognition, and problem-solving from various theoretical points of view and to review and devise methods of measuring individual differences in these processes. It is anticipated that special emphasis will be given to the definition of problem-solving, to individual differences in problem-solving, and to factors contributing to differences among individuals. Issues such as the requisite skills necessary for children to understand oral, written, literal, and metaphorical information will be explored. Students will be expected to participate actively in preparing papers for the seminar and to present at least one paper each for critical discussion.

Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

The course content is focussed primarily on behavioral assessment. Issues considered include: traditional versus behavioral approaches to personality assessment, self-report behavioral schedules and inventories, self-monitoring procedures, direct-observational procedures, role-playing assessment, analogue measures, behavioral assessment through interviews, etc. Each student will be required to construct and collect pilot data on a behavioral assessment device directed toward a particular target area (e.g., social skills assessment, marital conflict, addictive behavior) or designed to assess a specific counselling intervention.
Staff

3226 Y INTERPRETIVE METHODS IN PSYCHOEDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case study, participant observation, and other types of ideographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course

is not an alternative to the analysis of quantitative methods, and an assumed prerequisite of this course is at least one course in quantitative methodology (e.g., 1235F,S,H, 1660F,S, 3205F,S,H, 3666F,S).
E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to the educational process of the young child, specifically in terms of project learning. The history of play will be examined in relationship to the various theories that have been advanced concerning the need children have to play; the functions of play, in terms of both infancy and early childhood development; and relating these functions to social, cognitive, physical, and emotional development. The seminars will also include information-giving processes to parents; relating play to the learning activities in early childhood education; the role of teachers; the classroom environment; evaluation of play in a classroom setting.

Prerequisite: Permission of the instructor.
O. Weininger

3228 Y THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

The course locates the mass media as a powerful educational form in contemporary culture. Specifically the approach entails a "critical theory" of society based on pioneer work of the Frankfort School. It will examine theory and research on the effects of the "mass media" (specifically television) on the development of human cognition.
E.V. Sullivan

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter

3232 F,S,H PRACTICUM IN COUNSELLING SUPERVISION

This course is intended to provide an opportunity for advanced students to learn skills of supervision.

Prerequisite: 3217Y or equivalent, and permission of the instructor.
J. C. Weiser

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied research and a practice focus for both Ph.D. and Ed. D. students.
S. A. Alvi and *M. Guttman*

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g. sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY
Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES
An advanced course in verbal and nonverbal projective techniques.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY
Prerequisite: Students wishing to take Dr. Weininger's section must have his permission and have completed 1224F,S,H. Students taking Dr. Friedman's section must have completed 1225F,S,H.
O. Weininger and *R. J. Friedman*

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL
Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in the Educational Psychology division of Applied Psychology; open to other doctoral students by permission of the instructor.
Staff

The following courses might also be of special interest to students in Applied Psychology:

Adult Education: 1106F,S,H

Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H

Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1677S, 1680F, 3606Y, 3666F,S

Sociology in Education: 1903S

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
LEONARD BERK, *Ph.D. (Stanford)*
Assistant Professor
(school program effects, the history of school practices, the politics of the school program)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(curriculum decision-making, particularly the teacher's role in making curriculum choices; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language in the classroom; analysis of teaching)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Assistant Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
Professor
(philosophy of communication and developing critical awareness of media, emphasizing interpersonal communication, aesthetics, pedagogy, humanities, social thought, and curriculum development)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor

(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of theory to practice in curriculum, on the science curriculum in elementary and secondary schools, and on science teacher education)

FRANK SMITH, *Ph.D. (Harvard)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(cognitive, perceptual, linguistic, and physiological factors underlying language comprehension and use, especially reading and writing, emphasizing how reading and writing are learned, not how they are taught)

HANS H. STERN, *Ph.D. (London)*
Professor, and Director of the Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor
(psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of measurement and evaluation to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation of curricular programs; study of curriculum development processes; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(elementary science, teacher education, differentiated staffing, role of volunteers, history of curriculum development and Ontario public reports – Hope and Hall–Dennis)

JOHN MILLER, *Ph.D. (Toronto)*
Associate Professor, OISE Northwestern Centre
(affective education, values education, transpersonal education, developmental theory, and curriculum implementation)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Associate Professor, OISE Trent Valley Centre
(curriculum decision-making, values education, and school change strategies)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central

Ontario Centre
(evaluation and curriculum, and classroom studies)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school systems, school and school system organizational problems, adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Associate Professor, and Program Director with the Canada Studies Foundation

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Consultant: Research and Evaluation, Curriculum Resources Centre, Niagara South Board of Education

MARTIN A. FISCHER, *M.D. (Toronto)*
Assistant Professor, and Executive Director of the Toronto Art Therapy Institute

MICHAEL MCCARTHY, *Ph.D. (London), F.S.A.*
Associate Professor, Department of History of Art, University of Toronto

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through coursework within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their area of primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes art and education, English education, environmental education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316H (offered in Summer Session only), 1320F,S,H, 1322F,S,H, 1327F,S,H, 1340F,S,H, 1342F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H (offered in Summer Session only), 3320F,S,H, 3322F,S,H, and 3346F,S,H.

The *General Curriculum Focus* approaches curriculum study using such general concepts as "curriculum commonplaces" (e.g., teacher, learner, subject matter, and milieu), and addresses important curriculum issues such as the theory/practice relationship. This focus includes both the introductory and general curriculum courses offered by the department. Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1362F,S,H, 1380F,S,H, 1385F,S,H, 3300F,S,H, 3308F,S,H, 3309F,S,H, 3360F,S,H, and 3381F,S,H.

The *Curriculum Processes Focus* deals directly with the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1301F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1309F,S,H, 1360F,S,H, 1363F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, 3301F,S,H, and 3305F,S,H.

The *Language Education Focus* is concerned with language education, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y (not offered Regular Session 1980/81; offered Summer Session 1981), 1319F,S,H, 1326F,S,H, 1330Y, 1332Y, 1333Y, 1336F,S,H, 1337F,S,H, 3310F,S,H (not offered 1980/81), 3311F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, 3332F,S,H, and 3336F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 33 to 35. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this degree must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see item 2), receives close attention from the Department Admissions Committee.
2. A completed copy of the Department

of Curriculum Program Planning Sheet, which is enclosed with the application forms.

3. A single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

4. In most cases no standardized test scores are required for admission. However, in some cases the Miller Analogies Test or Graduate Record Examination scores may be requested by the Admissions Committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM (*M.Ed. students only)*

The department offers some off-campus ections of curriculum courses to people n several areas of the province distant from Toronto. Admission requirements nd standards for the M.Ed. program re the same for applicants living in ff-campus locations as for applicants ving in the Toronto area. Off-campus tudents are required to complete at east two of their courses at OISE.

Information and application materials or off-campus courses to be offered in he 1980/81 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 35).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:

1300 F,S,H	Foundations of Curriculum Development
1308 F,S,H	(Section L0102) Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior
1311 F,S,H	Reading and Language Comprehension
1365 F,S,H	Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum and/or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Dr. Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 35 to 37. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the Department Admissions Committee.

2. Two letters of reference from university professors or other persons in a position to judge the applicant's academic promise at the graduate level.

3. A score on the Miller Analogies Test (see page 17).

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their course work in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their course work may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies with the approval of the student's advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 37 to 38. The Qualifying Research Paper or its equivalent, referred to on page 38, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in *The OISE Graduate Studies Handbook for Students and Faculty*, 1979/80 (pp. 17–19), and in the *Department of Curriculum Handbook* (pp. 39–40). If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study consists of a minimum of eight half-courses, tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during he regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will ypically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH PECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is ntended primarily as preparation for cademic positions in universities, and emands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 38 to 40. In general, the Department of Curriculum's view of a Qualifying Research Paper (cited on page 38) is consistent with the guidelines contained in *The OISE Graduate Studies Handbook for Students and Faculty*, 1979/80 (pp. 17–19), and in the *Department of Curriculum Handbook* (pp. 39–40). If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

In addition, the Department of Curriculum requires applicants to submit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

In addition to the major thesis and other requirements as described on pages 38 to 40, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13 or 33.

Note on admission deadlines:
Applications for full-time study in all degree programs in the Department of Curriculum and for new part-time applicants *must be submitted by February 1.*

Applications for continuing part-time study in all degree programs in the Department of Curriculum *must be submitted by April 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

This course provides experience in applying theory and research to the study of curriculum problems. Each of the several sections of the course approaches the study of these problems with particular reference to the theory and research in one or more of the foundation areas such as psychology, sociology, or philosophy. The descriptions for each section, available in the Department of Curriculum, should assist the student and advisor in selecting the section that best suits the student's needs and interests.
Staff, Summer Session and Regular Session

1301 F,S,H PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europe and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.
R. Garry and staff, Regular Session

1302 F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instruction, and organization in elementary schools. The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: DESIGN EDUCATION (MASTER'S LEVEL)

An examination of problems and issues in Design Education, with special emphasis on their relevance to curriculum. There will be a review of current research in Design Education based on a study of the impact of design on human development with specific reference to the visual and plastic arts, industrial arts, social studies, and the environment.
R. Courtney and staff, Regular Session (after hours)

1304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: ACADEMIES AND VISUAL ART EDUCATION (MASTER'S LEVEL)

A comparative study of educational practice in the visual arts, with particuar reference to the concept of the academy in the Renaissance and subsequently.
M. McCarthy, Regular Session (after hours)

304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: UNIVERSAL EDUCATION AND VISUAL ART (MASTER'S LEVEL)

A comparative study of legislation for rt education in schools and for the raining of teachers of art in the past entury and a half in Britain, the United States, and Canada; the influnce of artists and art critics upon the evelopment of the teaching of the isual arts in junior and senior schools nd colleges of education.
M. McCarthy, Regular Session (after ours)

304 F,S,H CURRICULUM SPECIALIZATION: ARTS & EDUCATION: ART THERAPY AND CHILD DEVELOPMENT (MASTER'S LEVEL)

his course will study Art Therapy and s application to the field of education. heoretical areas will include child evelopment, non-verbal communicaon, and the role of creativity in the assroom. Practice involvement is quired.
. Courtney and *M. A. Fischer*, egular Session (after hours)

305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

critical review of current approaches analysing teaching and an examinaon of theoretical literature on the ncept of teaching.
B. Fillion and *B. Kilbourn*, Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course identifies strategies for *(a)* recovering consistent meanings for the complex curriculum objectives found in current guidelines; *(b)* sequencing components toward the realization of those objectives; and *(c)* devising effective pedagogical schemes in relation to them. The strategies draw heavily upon major OISE applied research and curriculum development projects, and deal with both cognitive and affective objectives.
F. G. Robinson, Regular Session (after hours)

1308 F,S,H (Section L0102) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

Prerequisite: Permission of the instructors.
C. D. Carlow and *E. M. Regan*, Regular Session (after hours)

1308 F,S,H (Section L0103) ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the

instructor.
C. D. Carlow and staff, Regular Session (after hours; not offered in 1980/81)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.
B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.
J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.
F. Smith, Regular Session

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.
J. A. McInnes and staff, Summer Session only

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).
M. Swain, F. Smith, and *B. Fillion,* Regular Session (after hours)

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.
B. Fillion, Regular Session (after hours

1316 F,S,H (Section L0102) MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: metric units of measurement, grouping, drill, evaluation, meaningful problems, games, and motivation.
C. D. Carlow, Summer Session 1980 (not offered in Regular Session 1980/81)

1316 F,S,H (Section L0103) MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

Mathematics curriculum materials at

the intermediate and senior levels will be considered in a historical perspective and analysed in terms of theories of learning and motivation. A study of the recent Ministry guidelines for intermediate mathematics and their implications for future mathematics curriculum will be made.

C. D. Carlow, Summer Session 1980 (not offered in Regular Session 1980/81)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.

H. H. Stern, Regular Session (offered in 1980/81 and alternate years)

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.

H. H. Stern, Summer Session 1981 (not offered in Regular Session 1980/81)

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.

H. H. Stern and staff, Regular Session

1320 F,S,H (Section L0102) SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.

D. A. Roberts, Regular Session (after hours)

1320 F,S,H (Section L0103) SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.

Prerequisite: Permission of the instructor.

D. A. Roberts, Regular Session (after hours)

1321 F,S,H THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and either section of 1320F,S,H or equivalent.

D. A. Roberts, Regular Session (after hours)

1322 F,S,H (Section L0102) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching/learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning

experiences and unit development along the lines of "the new social studies."
Staff, Regular Session (after hours)

1322 F,S,H (Section L0103) SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focusses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
Staff, Regular Session (after hours)

1323 F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of the instructor.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352 F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. A. McInnes, Regular Session (after hours)

1327 F,S,H (Section L0102) READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
F. Smith, Regular Session (after hours)

1327 F,S,H (Section L0103) READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon, Regular Session (after hours)

1330 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.

S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current modèls of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.

J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.

J. P. B. Allen, Regular Session (after hours)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.

M. Swain, Regular Session (offered in 1980/81 and alternate years)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.

M. Swain, Regular Session (alternate years; not offered in 1980/81)

1340 F,S,H AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching/learning process. Typical program formats will be exhibited

during the course, with basic attention directed to the principles of critical evaluation.
F. B. Rainsberry, Regular Session (after hours)

1341 F,S,H THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic theories of communication based on philosophy, psychology, and social and cultural thought. In correlation with these basic theories, the aesthetics of filming and television and the dimensions of visual literacy will be examined. Examples of the great innovators in film and television production will be reviewed and assessed.

Prerequisite: 1340F,S,H or permission of the instructor.
F. B. Rainsberry, Regular Session

1342 F,S,H FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analysed.
F. B. Rainsberry, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course entails an examination of major works in the philosophical, aesthetic, and social foundations of the humanities in their several aspects of literature, poetry, music, and fine arts, with special emphasis on their implications for curriculum development and classroom instruction.
F. B. Rainsberry, Regular Session

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical, psychological, and ethnological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of drama as both a subject and a method.
R. Courtney, Summer Session and Regular Session (after hours)

1348 F,S,H ARTS & EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies, with specific reference to Canadian Indians. The aesthetic quality of various types of

dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION
A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL
Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form should be approved by the faculty advisor and the instructor with whom the course will be taken. Course 1352F,S,H will not be approved on a student's Program Planning Sheet until this form has been approved by the department.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES
An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE
The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly, Summer Session 1980 and alternate summers

1358 F,S,H STRATEGIES FOR IMPLEMENTING CURRICULUM INNOVATIONS
An analysis of models for school change focussing on special features required by curriculum innovations. Problems associated with implementing curriculum guidelines are examined and strategies developed to respond to these problems. Issues related to implementation are examined from the point of view of both teachers and administrators with school and school system responsibilities.
K. A. Leithwood, Regular Session (after hours)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION
This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH
An analysis of various approaches to research in curriculum development and

assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A foundation for specialized courses in other departments.

M. W. Wahlstrom, Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of reading and vocabulary tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.

M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.

E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.

J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.

J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

This course examines how knowledge is developed and explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious). The question of what should be taught in the curriculum is addressed from the standpoint of alternative kinds of knowledge.

Prerequisite: Permission of the instructor.

B. Kilbourn, Regular Session (daytime)

1380 F,S,H MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism. Courses of study for multiculturalism will be compared with a multicultural curriculum. Students will be encouraged to develop classroom applications of one of these.

G. L. McDiarmid, Regular Session

1385 F,S,H CURRICULUM DESIGN AND THE ARTS OF THE PRACTICAL

An introduction to the study of curriculum deliberation. Students will examine principles of deliberation as they appear in case studies of curriculum design and in conceptual treatments of deliberation in curriculum, law, and ethics. Application of these principles will be sought in the student's practicum activity and in a concurrent curriculum project to be conducted by the class.

Corequisite: Concurrent registration in the designated section of 1398F,S,H.

Prerequisite: Permission of the instructor.

L. Berk, Regular Session (after hours)

1390 F,S,H CURRICULUM CONSULTANCY

The focus of this course is on the interpersonal and deliberative skills needed by those who are called upon to act as curriculum consultants. Although many of the skills and understandings treated in other courses in the Curriculum Processes Focus are essential for effective consultancy, particular emphasis will be given to the following: *(a)* knowing how to adapt a consultant's contributions to the existing cognitive and affective structures of the recipient(s); *(b)* understanding a variety of styles of and strategies for intervention with their strengths and limitations in different contexts; *(c)* knowing how to analyse dimensions of a consultant's role and predict the relative effectiveness of different classes of activity in achieving educational improvement; *(d)* understanding, through analysis of case studies, the points at which curriculum decision-making is typically less than optimally rational; *(e)* gaining knowledge of alternative contributions which, at points identified in *(d)*, should enhance the rationality of decision-making; *(f)* gaining the ability to reflexively analyse one's own contribution in a consultancy role, as a basis for generating alternative strategies and tactics which might be more effective on another occasion.

F. G. Robinson, Regular Session (after hours)

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation requiring the use of curriculum knowledge and skills. Students participate on curriculum decision-making bodies and attend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty advisor and practicum coordinator.

Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.

Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint students with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300F,S,H.

G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime)

3303 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Problem-solving, issue-oriented approach in which course instructors and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructors.

F. M. Connelly and *E. M. Regan*, Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.

B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.

D. A. Roberts, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.

F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analysing data.

Prerequisite: 1310F,S,H, 1311F,S,H, or 1313F,S,H.

Staff (offered as required)

3311 F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.

F. Smith, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.
Staff, Regular Session

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.
B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow, Summer Session 1980 and alternate summers

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
H. H. Stern and staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly, B. Kilbourn, and *D. A. Roberts* (offered as required)

3322 F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328 F,S,H SELECTED TOPICS IN THE EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguisitics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330Y or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.
J. P. B. Allen, Regular Session (daytime)

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing to thoroughly investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisites: 1332Y or 1333Y and 1336F,S,H.
M. K. Swain, Regular Session (after hours; offered in 1980/81 and alternate years)

3340 Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340F,S,H and 1341F,S,H.
F. B. Rainsberry, Regular Session (afte hours; offered as required)

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.
R. Courtney, Regular Session (daytime; offered as required)

3350 F,S,H CURRENT CURRICULUM LITERATURE

This course consists of detailed study and discussion of current curriculum literature in the context of reviewing manuscripts submitted to *Curriculum Inquiry,* Canada's only scholarly curriculum journal. Requirements include critical analysis of the substance of academic papers on a range of curriculum issues, and the development of commentary for the improvement of manuscripts. Evaluation will be on the basis of the adequacy of student performance in analysing and commenting on manuscripts.

Prerequisite: Permission of the instructors.
F. M. Connelly and *R. I. Simon,* Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H ADVANCED SEMINAR ON STRATEGIES FOR MANAGING CURRICULUM INNOVATION

This is an advanced course intended for curriculum managers with school or school system responsibilities. Research describing current processes of curriculum decision-making and the usefulness of existing strategies for influencing that decision-making will be examined. More effective intervention strategies will be developed, and students may be asked to field test some strategies in school settings under the direction of the instructor and participating curriculum managers. These strategies will relate to specific curriculum functions such as planning, development, implementation, and evaluation.
K. A. Leithwood, Regular Session (daytime)

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and for others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.
J. Weiss and *M. W. Wahlstrom,* Regular Session (daytime)

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving adminstrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY-GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority-group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.
G. L. McDiarmid, Regular Session (offered as required)

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest

and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.
G. L. McDiarmid, Summer Session and Regular Session

Note: The following course in the Department of Applied Psychology might also be of special interest to students in Curriculum – 3228Y The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards, trustee–administrator relationships, educational management in a period of retrenchment)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

LAWRENCE M. BEZEAU, *Ph.D. (Stanford)*
Assistant Professor
(economics, finance, and planning of education; social science research methodology)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

JOHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Midwestern Centre
(organizational and professional development)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator of Field Development, OISE
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Educational Planning and cross-appointed as Director, Ontario Council for Leadership in Educational Administration (OCLEA)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; social context of education and its relationship to educational finance; dissemination and utilization of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

JOHN R. MCCARTHY, *M.A. (Columbia), LL.D. (McMaster), LL.D. (Queen's)*
Associate Professor
(provincial administration of education; role of provincial commissions, committees, and task forces; school finance, grants to school boards; school law; role of trustee, teacher, and administrator organizations)

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development)

E. BROCK RIDEOUT, *M.Ed. (Toronto)*
Professor, cross-appointed to the Franco-Ontarian Centre
(grants to school boards; taxation for education; local and central control of education; school law; declining enrolment; French as a minority and second language)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(legal context of education; collective bargaining; life-work planning; the journal as a method for self-expression; ombudsmen and other grievance-handling mechanisms; the future context of education)

DORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Coordinator of Research and Development Studies, OISE
(sociological and organizational studies, especially in secondary schools and postsecondary institutions; school board administration and decision-making)

J. GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

ALPHONSE D. SELINGER, *D.Ed. (Oregon)*
Assistant Professor
(participatory decision-making; development of teacher organizations; politics of education; American Indian education; social philosophy)

ROGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program implementation and innovative education; alternative schools; interpretative sociology; use of dramatic narratives in social theory)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed to the Higher Education Group
(political demands in policy-making; the school or postsecondary administrator in the belief systems of the established and aspiring elites; Quebec policies, including their impact on education in English Canada)

PROGRAMS OF SPECIALIZATION

Three programs are offered by the Department of Educational Administration to meet the diverse needs of practitioners and scholars of educational administration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations hrough better theory and to improve hem through action.

ERTIFICATE PROGRAM IN SCHOOL ANAGEMENT

The Certificate Program in School Management serves the professional levelopment needs of school business fficials and other educational administrators who desire further study in chool business administration.

DMISSION AND FEES

Admission requirements include:

a) experience as a school business fficial or in some other professional ole in educational administration;

b) two letters of recommendation;

c) a résumé describing the applicant's ast experience and future plans.

The Certificate Program is operated ntirely by the Department of Educaional Administration. All corresponence and fees of $112.50 for each alf-course undertaken should be sent to he Certificate Program in School Management, Department of Educaional Administration, OISE, 252 Bloor t. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the dmission requirements of the Universiy of Toronto School of Graduate tudies may wish to apply to the M.Ed. rogram in Educational Administration nstead.

ROGRAM OF STUDY

he program of study consists of:

a) the core module, 1040F,S,H and 041F,S,H;

b) a specialized module, 1017F,S,H and 031F,S,H;

c) an elective module, normally includng one half-course from the M.Ed. uman relations courses – 1012F,S,H, 023F,S,H, and 1024F,S,H – and one alf-course from the Department of ducational Planning.

Students may enrol full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The general objective of the M.Ed. program is to provide students with skills, experience, and knowledge that will help them function more effectively as educational administrators. The program's primary clientele are practising school administrators or teachers aspiring to administrative positions. It is also intended to serve students preparing for careers as community college administrators and school business officials. The core module of the program is designed to bring to bear the concepts, findings, and experiences of social scientists, researchers, and practitioners in educational administration on specific problems that a practising administrator may face on the job.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 11 to 12, the department requires that, whenever possible, the two letters of reference (page 10) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Candidates for the M.Ed. degree will be required to take a total of eight half-courses:

(a) a core module normally to be taken first in the student's program and consisting of:

1040 F,S,H Administrative Problems
I: The School System

1041 F,S,H Administrative Problems II: The School System in Society

(b) one half-course in human relations selected from:

1012 F,S,H Clinical Analysis of the Administrative Process

1023 F,S,H Interpersonal Relations in School Systems

1024 F,S,H Clinic in Administrative Relationships (Pass/Fail)

(c) five elective half-courses, at least one of which must be taken in educational administration.

Students who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

Students may select electives without regard to continuity, but they are encouraged to concentrate in one or two of the following areas:

(a) Policy Development and Politics of Education

(b) Economics, Finance, and Business Management of Education

(c) Management of Human Resources in Education

(d) Administration of Postsecondary Institutions

(e) Social Context of Educational Administration

(f) Program Development and Evaluation in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the six areas of concentration, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enrol, part time or full time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1980 Summer Session and the 1980/81 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 and 12, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference from senior administrators under whom the applicant has functioned, commenting on the applicant's

- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style; and
- awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be undertaken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (This is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of the Coordinator of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

This specialization prepares students to study and understand educational organizations. An integrated program of study leads first to the M.A., with the possibility of continuing into the Ph.D. program. The program is suited to persons having a strong interest in theoretical inquiry and a concern for the practical problems of creating effective schools. Teaching or administrative experience is recommended, but not required, for admission. The program is designed for students who, by interest and experience, have a commitment to education and to the task of improving schools through theory and research.

DEPARTMENTAL REQUIREMENTS

The general admission requirements for M.A. and Ph.D. programs are described on pages 10 and 11. Normally students will begin the program with studies leading to the M.A., but students with appropriate training and background may enter Ph.D. studies on the recommendation of the department. The M.A. program is available through both full- and part-time study, the Ph.D. program through full-time study only. It is recommended that prospective students contact the coordinator of the M.A.–Ph.D. program through the department before making formal application.

While the following program represents the usual pattern of study, variation to meet valid student goals may be approved on the recommendation of the student's advisor.

PROGRAM OF STUDY

The first or M.A. year of the program consists of:

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools

plus at least two elective half-courses approved by the student's advisor to develop research skills and knowledge needed for a thesis. These may include:

1666 F,S,H Elements of Statistics
1520 F,S,H Processing Educational Research Data

In addition, one elective half-course, a research and development apprenticeship, and an independent paper (which for students enrolled as M.A. candidates will be the M.A. thesis) in which the student, guided by three faculty members, synthesizes and applies concepts learned throughout the year.

Throughout the program, students will undertake clinical observation and work within school settings.

The second year is similar to the first, and includes:

3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations

plus one of:

3666 F,S Intermediate Statistics and Research Design
3980 H Research Seminar: Practical Problems in Advanced Sociological Research in Education

In addition, two half-course options are required.

The third year consists of two half-course options which are normally taken in another faculty of the University of Toronto, and a thesis.

Course 3001Y and half-courses 1001F,S,H, 1002F,S,H, and 3002F,S,H constitute the student's major in Educational Administration; 1003F,S,H, 1666F,S,H, and 3666F,S constitute the first minor; and the optional studies constitute the second minor.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

The school as a social invention: explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret

the social reality of schools. The theoretical orientation of the seminar provides a general framework for inquiry throughout the M.A.–Ph.D. program.
T. B. Greenfield and *R. I. Simon,* Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
A. F. Brown, Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS

A review and analysis of the uses and methods of various approaches to research and development in educational administration. Topics will address student needs developing from their involvement in apprenticeships, assistantships, and internships.
S. B. Lawton, Regular Session

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course.

Prerequisite: Completion of six half-courses, or equivalent.
S. B. Lawton, G. T. McLeod, and staff, Summer Session and Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis, T. B. Greenfield, D. F. Musella, and *J. G. Scott,* Summer Session and Regular Session

1016 F,S,H PROGRAM ORGANIZATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, D. F. Musella, and *R. I. Simon,* Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
Staff, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

The administration of public education

as a political process. Consideration is given to the application of basic concepts such as power, authority, and influence in the analysis of behavior of school systems. Topics of study will include the constitutional structure of education, the political nature of school boards, the decision-making process at all governmental levels in education, the impact of community power structure on educational decision-making, and the effect of selected interest groups upon educational policy formation.
R. G. Townsend and staff, Summer Session and Regular Session

1020 F,S,H THE FUTURE CONTEXT FOR EDUCATION
The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. Traditional techniques, multimedia presentations, and simulated experiences are used to explore a variety of interdisciplinary topics – including trends, predictions, novel ideas, world views, educational deficiencies, and alternative images of the future. The course provides students with an opportunity *(a)* to develop a personal and professional orientation toward change, and *(b)* to apply this orientation to a self-selected educational problem from the real or an imagined world.
Staff, Regular Session

1021 F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION
An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate search strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION
The school administrator in relation to the students, staff, board, and community, with special emphasis on the community context of schools, consideration of minority groups in Canadian society, and teacher and student subcultures and militancy. Special focus on the principal in urban areas, with reference to varying expectations for this role.
Staff, Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS
The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)
The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
M. P. Robbins and staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT
This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics will be examined. Particular emphasis will be placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION
The economic aspects of administering educational systems are analysed through concepts from program budgeting, input–output, and systems analysis. Also, the historical and literary background of various conceptualizations of education as an economic phenomenon is investigated, with particular approaches being used to formulate alternative schemes for federal, provincial, and local allocation of financial resources in response to problems created by system expansion, stabilization, and contraction.
Staff, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS
Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION
An exploration of the interrelationships among legal doctrine, legal processes, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION
The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
Staff, Summer Session and Regular Session

1032 F,S,H ADMINISTRATION OF COMMUNITY COLLEGES
Current administrative problems in community colleges will be analysed in the light of various administrative and political theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
R. G. Townsend and staff, Regular Session

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS
An exploration of means by which

collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers, arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
J. H. House and *M. P. Robbins,* Summer Session and Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, E. S. Hickcox, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
J. H. House, S. B. Lawton, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.
Prerequisite: 1001F,S,H.
Staff, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; dialectics of leadership/influence, control/cathexis, consensus/conflict; reactions to organizational stimuli; discovery and development of personal constructs used as hidden determinants of person–person decisions. Readings and course projects are available under three headings: *(a)* the structure of organizational behavior, *(b)* some dynamics of models derived from personal construct theory, *(c)* designing organizations for individuals.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and nonautomatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.
Staff, Regular Session

3018 F,S,H THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.
R. G. Townsend, Regular Session

3021 F,S,H DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION

This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective "knowledge linkers" within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.
Staff, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS

3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: ADVOCACY AND ACTION IN POLICY

3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III: RESEARCH STRATEGIES AND METHODS

These three seminars are designed to shape inquiry throughout the Ed.D. program. Included among the areas of study are: Organization Theory and Administrative Behavior, Educational Issues and Policy Development, and Research and Development Techniques.

Ed.D. students must enrol in all three seminars concurrently.
J. G. Scott, E. S. Hickcox, T. B. Greenfield, S. B. Lawton, G. T. McLeod, and *R. G. Townsend,* Regular Session

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
J. G. Scott and *E. S. Hickcox,* April through Summer Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044F,S,H.
J. G. Scott and *E. S. Hickcox,* April through Summer Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the six areas of concentration referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1301F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308F,S,H, 1358F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Educational Planning: 1700F, 1701Y, 1706F, 1715F, 1733F,S,H

Higher Education: 1803Y, 1805F, 1807Y, 1809F, 1814F, 1815S

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1424F,S,H, 1428F,S,H, 1434F,S,H, 1443Y, 1456F,S,H, 3426H, 3427H, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F, 1659F,S

Sociology in Education: 1902F, 1903S, 1907S, 1909F,S, 1929S, 1960F, 1970S, 1972F, 3902F

Special Education: 1294F,S,H, 3293F,S,H

Educational Planning

OSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

raduate Studies Academic Secretary, o whom inquiries for this department hould be directed:

ICELY WATSON, *Ph.D. (Harvard)*
Professor, cross-appointed from the Higher Education Group

ADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed to Sociology in Education
(quantitative econometric models of educational planning, educational policy, development/underdevelopment, Marxism, Gandhian thought)

ERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed from the Higher Education Group

HN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; alternative policies for postsecondary education)

WARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor
(planning for personnel policies in regional systems of education; collective bargaining; long-range planning; student information system in planning)

TTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educational planning; planning education for females in the labor force; population and economic development as determinants of educational systems)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(systems analysis and operations research techniques in educational planning; simulation models and information systems for school board planning and decision-making)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Assistant Director (Administration), OISE
(studies of the relationship between education and employment; manpower policy and human resources development; resource allocation in education; institutional research and planning; collective bargaining)

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, cross-appointed to the Higher Education Group
(innovative learning; systems science; planning paradigms; policy models; collective bargaining and governance; organizational/individual life cycles; the "electronic" society)

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed as Head, Office of International Education, OISE
(educational planning for developing nations; manpower planning; planning and evaluation of occupational training systems; comparative and international education; planned social change in Canada; Indian and Innuit (Eskimo) education; UNESCO)

ASSOCIATED INSTRUCTORS:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the departmental non-credit seminars 1731F and 1732S at the master's level, or 3713F and 3714S at the doctoral level.

All full-time students beginning their programs during or later than 1976/77 are also required to take course 1720F Overview of the Field of Educational Planning (for credit).

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interes and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in educational planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practising planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 11 and 12, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(a) The core of the program consists of two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.
(b) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.
(c) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. legree will involve the study of several ubjects relevant to educational planning, including such areas as: demog-aphy, economics, micro-planning, nternational planning, sociology, and ystems analysis, with specialization in at least one such subject. The normal equirement for admission to the Ph.D. program is an acceptable M.A. degree n Educational Planning, or in a related ield of specialization. In the latter case, dditional coursework is normally equired.

In addition to the major thesis and ther requirements on pages 38 to 40, work for this degree includes:
a) a major in Educational Planning, onsisting of four appropriate half-ourses;
b) a first minor in Educational Theory, sually taken as a graduate course (or two half-courses) in another department of the Institute;
(c) a second minor, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be approved.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be cancelled when enrolment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrolment. There will probably be more courses offered after hours in a given year than the Bulletin indicates.

1700 F THEORIES OF MICRO EDUCATIONAL PLANNING

An application of the concepts of planning to educational planning; an examination of the functions and range of activities of a planning office in a board of education and the relationship of planning decisions to political decisions.
C. Watson and *F. G. Ridge,* Regular Session (after hours)

1701 Y SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land use planning to the work of the school board planner. In this course students

carry out a set of planning exercises which include such things as projecting enrolment and teacher supply/demand, preparing a long-range budget, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Students from outside Ontario may do some of the exercises on their own jurisdictions but they must supply the appropriate statistics for their research.
C. Watson and *S. Quazi,* Regular Session (after hours)

1703 F,S EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro and macro level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session

1705 F,S DEMOGRAPHIC METHODS FOR EDUCATIONAL PLANNING

An introductory course dealing with the techniques and methodology of demography. Topics include population measurement and prediction; population composition and structure; measurement of mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration and of changes in rural/urban distribution of population; implications of population change for the labor force; computation and implications of dependency ratios; the interrelationship of international migration with labor force and population growth; implications of population change for economic progress, employment levels, and educational demand and supply.
B. B. Macleod, Regular Session

1706 F PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, an national levels. Public and institutiona budgets will be regarded both as the focus of educational policy contests an as the salient feature of the environme for educational policy-making.
J. W. Holland, Regular Session (after hours)

1708 F,S EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course considers the linkages between education and the social development of nations, with particula focus on the process of educational policy formation for both developing nations and developing sub-population within richer nations. Comparative dat regarding a variety of specific educational policy problem areas (e.g., equality of access to and survival withi educational systems, education and labor market access, education and community development) are examine and several different theoretical concep tions of the development process are considered, to illustrate how empirical data and theoretical viewpoints interac to produce judgments regarding appropriate educational policy measures in specific jurisdictions.
J. P. Farrell, Regular Session

1709 F,S THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning i developing nations, in which the data customarily used may be incomplete o unavailable. The scope and range of th general planning process, and the process of educational planning, will b examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology f the conduct of planning in the more

developed nations will be discussed in erms of its applicability to problems in he less developed nations.
D. N. *Wilson*, Regular Session (not ffered in 1980/81)

1712 F,S MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to hich it is socially desirable and echnically feasible to relate educational lanning to projections of manpower equirements. Some of the topics ncluded are the supply of and demand or educated manpower, unemployment f graduates and absorption of surplus bor, the impact of technological hange on the occupational structure nd skill requirements, methods of recasting manpower requirements.
. L. Handa, Regular Session

714 F,S THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

his course outlines the history of onomic and educational planning and resents a comparative view of current anning practices in selected countries. anadian educational planning probms are then discussed in this historical d comparative perspective.
. L. Handa, Regular Session

15 F METHODOLOGY FOR POLICY RESEARCH

e purpose of this course is to provide udents with a frame of reference for itically evaluating and constructing licy-oriented writings. There will be introduction to the logic and methods theory construction in the social iences, and the interrelationships of licy and non-policy research will be amined.
aff, Regular Session

16 F,S EDUCATIONAL PLANNING AND THE ORGANIZATIONAL BUDGET

e topic is organizational objectives and resource allocation. Budgets are regarded as the key organizational abstraction available to policy-makers, planners, and administrators. The budgetary process is examined as an important, though imperfect and incomplete, effort at reconciling competing organizational goals and activities. The state and municipalities are considered to be important organizations, but emphasis is on school boards and postsecondary institutions.
J. W. Holland, Regular Session

1717 F,S THE PLANNING OF EDUCATIONAL FACILITIES

This course is designed to acquaint educational decision-makers at all levels with the methods for estimating the need for and planning the development of educational facilities required for proposed educational programs. The interaction between educational policy changes, curriculum innovations, existing educational facilities, available resources, and the means and methods of implementation will be explored. Structural and institutional innovations required by policy changes will be investigated, and methodologies for dealing with all aspects of planning educational facilities will be surveyed.
D. N. Wilson and *S. Quazi*, Regular Session

1718 F,S POPULATION AND MANPOWER DETERMINANTS OF EDUCATIONAL SYSTEMS

This course relates population processes to educational attainment and innovation and to the structure of educational systems. Reference is made to the dynamics of demographic change; population composition and structure; social and manpower demands for education; and the distribution between consumption and investment expenditures. These are viewed as determinants of a society's ability to provide the real and financial resources needed to support its educational goals. The

course surveys both developing and developed countries.
B. B. Macleod, Regular Session

1720 F OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which all full-time students must take in the first year of their program, is designed to provide a general review of the field of educational planning and a foundation for the other courses of the department.
Staff, Regular Session

1722 F SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING: PART I

An introductory overview of systems approaches to educational planning and decision-making. Topics to be covered include: systems theory and the systems approach, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis and management information systems. Emphasis will be on concepts and structure of the techniques. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
S. Padro, Regular Session

1723 S SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING: PART II

The application of systems techniques to address current issues in education at the institutional, regional, and national levels of educational systems. Topics such as organizational data collection and maintenance, implications of collective agreements, development of management systems, and long-range planning will be developed from a systems perspective. Examination of problem areas will emphasize in-depth analysis and implementation.
E. H. Humphreys, S. Padro, and *G. S. Tracz,* Regular Session

1724 S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional a
innovative approaches to occupational
training. Both preservice and in-servic
program formats will be studied. The
underlying rationale, physical structur
curricular concepts and content,
instructional strategies, budgetary
processes, and financing arrangements
of all types of training programs will
surveyed from a planning perspective.
Methods of institutional and program
evaluation will be studied. A case stud
approach will be utilized to compare
various types of programs and institutions from a cross-national perspective
The evolution of the Colleges of Appli
Arts and Technology in Ontario will b
studied and compared with occupation
education programs in operation
elsewhere.
D. N. Wilson, Regular Session

1725 F,S,H ANALYSIS OF EDUCATIONAL DECISION-MAKING

This course provides a means for
systematically analysing educational
policy decisions and processes, drawin
upon both the relevant literature and
the experience of students involved in
group decision-making processes in
educational institutions. All students
will have the opportunity *(a)* to system
tically analyse some educational polic
issues which they are dealing with in
their own institutional setting, or
policies which constrain the decision-making processes in which they are
participating; *(b)* to review research
relevant to the policies under consider
tion (e.g., is there evidence of a relatio
ship between enrolment levels and
tuition fees?); *(c)* to examine the socia
implications of the policies; and *(d)* to
analyse alternative policies. The cours
provides a structured opportunity for
students to work with real-time policy

problems within decision-making groups in which they are involved in order to nderstand how decisions are made in ducational institutions, and how the ecision process interacts with, and onstrains, what emerge as “acceptable” nethods and solutions.

Prerequisite: Permission of the nstructor.

taff, Regular Session

727 F,S,H THE POLITICS OF EDUCATIONAL PLANNING AND MODEL BUILDING

ducational planning can proceed uccessfully only if a variety of models – ental or mathematical – is incorported into the process of decisionaking. This seminar will deal with the rmulation, development, and implementation of educational models used in e policy and management areas. The olitical aspects of model building will e discussed at great length. Actual perating planning models used in the ucational sector will be presented.

. *S. Tracz,* Regular Session

731 F SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

his is a compulsory non-credit course be taken by every full-time student as rt of the academic program during ch year of residence within the partment. The series of seminars cludes presentations by visiting eakers, faculty, and students. The ain object of the course is to provide a gular forum for academic discussion the department.

aff, Regular Session

32 S SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

scription as for 1731F.

aff, Regular Session

33 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

llective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations as members of either staff or management teams.

E. H. Humphreys, Regular Session

1740 F,S,H SPECIAL TOPICS IN EDUCATIONAL PLANNING

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.

Staff, Regular Session

1752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703 F POLITICAL ECONOMY OF EDUCATIONAL INEQUALITY

The objective of the course is to examine the phenomenon of educational inequality and its relationship with economic inequality within the political economy framework while covering the liberal/conservative theories of inequality. Throughout, the focus will be on the role of social policy and planning and

other alternative approaches to social change.
M. L. Handa, Regular Session

3704 S MANAGEMENT MODELS FOR EDUCATIONAL INSTITUTIONS

This seminar deals with alternative managerial approaches to system-wide planning for postsecondary institutions under varying demographic conditions and financial support. The role of advisory/buffer/intermediary bodies, provincial faculty associations, student unions, and other research agencies is examined in the context of annual budgeting, information analysis, and long-range planning at the system/government interface. Impact of the federal government on system-wide management and planning of postsecondary education is analysed.
G. S. Tracz, Regular Session

3708 F SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING

An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson,* Regular Session

3711 F,S SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING

The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy decisions.
S. Padro, Regular Session

3713 F SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 1731F (non-credit), but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during the period of resident study.
Staff, Regular Session

3714 S SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)

Description as for 3713F.
Staff, Regular Session

3715 F,S,H DIRECTED RESEARCH IN DEMOGRAPHY FOR EDUCATIONAL PLANNERS

This course is designed to meet the needs of students interested in special topics and methodology in demography. It concentrates on areas such as fertility, migration, mortality, labor force, population projection, etc., selected wit a view to the students' particular backgrounds and needs.
B. B. Macleod, Regular Session (offere as required)

3716 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and th use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to *(a)* the special analytical problems faced when using

comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session (not offered in 1980/81)

3717 S EDUCATIONAL POLICY ANALYSIS I: MIGRATION, RACIAL ISSUES, AND PROBLEMS FOR EDUCATIONAL POLICY
The subject is interconnections among immigration, racial issues, and educational policy. Educational policy is treated both as reaction to and determinant of changes in immigration. The contemporary educational system in Ontario is a special concern, but migration is also examined as an influence both past and present on educational policies in other provinces and other countries.
J. W. Holland and *B. B. Macleod,* Regular Session

3721 Y TUTORIAL IN PLANNING: PART I
This tutorial, under the direction of hree faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, nstitutional, provincial, or national educational systems. Tutors will be elected, as required by the content of the tutorial, to provide guidance in ystems analysis, problems of resource llocation, forecasting, etc. This tutorial will ordinarily be taken in the first term f residence for Ed.D. students. It is a omponent of the modules mentioned nder "Program of Study" for the Ed.D. in the "Programs of Specialization" section above. While this course has been designed for Ed.D. students, those students in a Ph.D. program may be considered where background and program needs are appropriate.
Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 Y TUTORIAL IN PLANNING: PART II
This tutorial is a complement to 3721Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.
E. H. Humphreys and staff (offered as required)

3740 F,S,H SPECIAL TOPICS IN EDUCATIONAL PLANNING
Description as for 1740F,S,H, but at the doctoral level.
Staff, Regular Session

3752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL
Description as for 1752F,S,H, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Educational Administration: 1017F,S,H, 1029F,S,H, 1030F,S,H, 1035F,S,H

Measurement, Evaluation, and Computer Applications: 1520F,S,H, 1525H

Higher Education: 1807Y, 1809F, 1812S

Higher Education Group

Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed:
CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Chairperson of the Higher Education Group
(design and evaluation of instructional systems; research in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor, cross-appointed to Educational Planning
(decision-making processes in postsecondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

RICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Educational Administration

GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from Educational Planning

CICELY WATSON, *Ph.D. (Harvard)*
Professor, cross-appointed to Educational Planning
(planning as a tool for social policy, forecasting techniques and planning methodology, professional education and manpower forecasting, research on the transition from study to employment or practice)

IAN WINCHESTER, *D. Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education, philosophy of science, philosophy of language, theory of knowledge, and philosophy of research traditions)

UNIVERSITY OF TORONTO CROSS-APPOINTMENTS:

P. NIALL BYRNE, *Ph.D. (Toronto)*
Assistant Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, cross-appointed from the Faculty of Education, University of Toronto; an University of Toronto Historian
(may not be teaching but will be supervising graduate theses)

DANIEL W. LANG, *Ph.D. (Toronto)*
cross-appointed from the University of Toronto, Assistant Vice-President and Director of University Planning and Analysis; Editor, Canadian Journal of Higher Education

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ASSOCIATED INSTRUCTORS:
In addition to their participation in courses offered by the Higher Educatio Group, these colleagues act as advisors to the program generally.

MARNI DE PENCIER, *Ph.D. (Toronto)*
Assistant Secretary to the Council of Ontario Universities

JOHN G. DIMOND, *Ph.D. (Toronto)*
Executive Assistant to the Vice-President, Campus and Community Affairs, University of Toronto, and coordinator of the Higher Education Group Certificate program

EDWARD J. MONAHAN, *Ph.D. (Toronto)*
Executive Director, Council of Ontario Universities

HOWAT NOBLE, *M.A. (Carleton)*
Director, College Affairs Branch, Ministry of Colleges and Universities, Ontario

LUCILLE C. PESZAT, *Ed.D. (Toronto)*
Dean, Health Sciences Division, Humber College of Applied Arts and Technology

WALTER G. PITMAN, *M.A. (Toronto)*
President, Ryerson Polytechnical Institute

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Research Associate, Division of Studies in Medical Education, and Assistant Professor, Department of Family and Community Medicine, Faculty of Medicine, University of Toronto

ENSON WILSON, *B.Sc. (Oxford)*
Assistant Deputy Minister, Ministry of Colleges and Universities, Ontario

ORMAN WILLIAMS, *M.Ed. (Toronto)*
Chairman, Ontario Council of Regents

ROGRAMS OF SPECIALIZATION

ourses in Higher Education are esigned for students pursuing one of hree types of career:

a) administration of some aspects of igher education, either in an institution f higher education, such as a university r community college, or in an agency – overnmental or otherwise – concerned ith the public administration of higher ducation;

) teaching in institutions of higher ducation. There may be graduate udents in fields other than educational eory who wish to take a course in igher Education as a minor subject in der to become more familiar with the tting in which they will be serving;

) higher education as a secondary terest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enrol in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 10 to 12 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates to have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory (Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Higher Education Group.

CERTIFICATE PROGRAM IN HIGHER EDUCATION

The program is designed to assist persons who occupy administrative positions below the level of middle and upper management in postsecondary institutions (e.g., administrative assistants, officers, senior secretaries, etc.) who are either inadmissible to degree programs or unable to devote the time required to complete a graduate degree. The program includes: *(a)* a systematic orientation to the full range of problems which relate to postsecondary education; *(b)* an opportunity to develop specific research skills which are relevant to the areas of administration in which the students are interested.

Students participate, on a part-time basis (work equivalent to one half-course per term), over a period of two years.

The Certificate Program in Higher Education has three parts:

(a) A specially designed course entitled Basic Issues in Postsecondary Education, modelled on the degree course currently offered by the Higher Education Group (HEG) entitled Recurrent Issues in Higher Education, to be taken during the first year. Like the existing course, Basic Issues is designed to acquaint the student with the full range of issues which characterize postsecondary education and thus to orient the student to the field as a whole. It consists of a systematically arranged sequence of seminars, that is, a series of topics presented in a definite order and with specifically assigned readings for each session. In most instances, a seminar begins with introductory comments by the instructor, followed by reports by particular students on assigned readings and general discussion. In addition, a great deal of attention is paid to the problems of presenting written assignments. This course will be offered after hours.

(b) The successful completion of a regular OISE half-course, generally an HEG course, selected by the student in consultation with the program coordinator. This course is normally taken in the first term of the second year.

(c) The successful completion of a specially arranged practicum in which the student, under the direction of a supervisor, who will normally be a staff member in the student's institution, and under the general supervision of HEG staff, will carry out a research project or study on a topic of interest and concern to both the student and the institution.

For further information or application, please contact: Dr. John G. Dimond, Coordinator, Certificate Program, Higher Education Group, Room S950, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the

general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students without teacher certification are required to take ten half-courses. All students must take 1803Y. The remaining program will be designed individually with each student.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an "extended" M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a graduate with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 11 and 12 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible.

Program and Pattern of Study

(a) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S.

(b) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(c) A minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S. A thesis is required.

PROGRAM AREAS

The Higher Education Group courses (and several courses from other departments directly appropriate for students in the Higher Education Group) are listed according to three areas of specialization. Courses in each area are listed in parentheses.

1. *Studies in Higher Education* (1801F, 1802S, 1807Y, 1808Y)
2. *Teaching, Learning, and Curriculum* (1814F, 1815S, 1816S, 1817F, 1818H, 3980H)
3. *Institutional Research, Planning, Administration* (1809F, 1813F, 3704S)

A fourth category, Special Courses, lists special interest courses (1805F, 1812S, 1848S, 3902F).

Note: Some courses are given in alternate years. Please write to the department to get specific listings and instructors for the next academic year.

COURSES

A course is identified as Higher Education when the first two digits are 18 or 38.

1801 F THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA I: AN OVERVIEW
An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century with particular reference to the period since 1950. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
Staff

1802 S THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA II: RESEARCH SEMINAR
An opportunity for those who have taken 1801F to examine, in depth, a particular area of interest and to produce and present a research paper to the seminar.

Prerequisite: Permission of the instructor for those who have not taken 1801F.
Staff

1803 Y RECURRENT ISSUES IN POSTSECONDARY EDUCATION
An examinaton of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided. The seminar will examine the relevance of the particular disciplines which can be drawn upon to resolve particular problems in postsecondary education, notably economics, history, philosophy, political science, psychology, and sociology.
C. E. Pascal

1805 F THE COMMUNITY COLLEGE
An examinaton of the development of non-degree-granting institutions and an analysis of the problems which face such institutions. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within colleges and the community.
Staff

1807 Y SYSTEMS OF HIGHER EDUCATION
A descriptive and analytical treatment of a variety of systems of post-compulsory (higher and further) education, with special attention to the structure of the total system, including the foundations upon which it rests and the social, political, cultural, and ideological factors which have shaped it. The Canadian scene is considered in depth first, in conjunction with an examination of the comparative approach to the study of systems of education, followed by a thorough analysis of two or more other systems. Particular attention is paid to the contemporary influences at work on the trend from autonomy to systems – the drive toward coordination and the demand for public accountability.
Staff

1808 Y THE IDEA OF THE UNIVERSITY
An examination of leading concepts of the primary nature of the university as an institution of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries. A seminar involving selected readings.
Staff

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.

B. L. Hansen

1812 S EDUCATION AND THE PROFESSIONS

An examination of the present status of professional education in universities and other postsecondary institutions and an analysis of the basic educational problems of particular professions and paraprofessions. While the initial seminars will be devoted to the characteristics and problems which the professions appear to have in common and to clarifying the distinction between professional, paraprofessional, and vocational education, the focus of the course for the individual student will be based on the professional field in which he or she is primarily engaged.

C. Watson

1813 F RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.

Staff

1814 F CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.

Staff

1815 S TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.

Staff

1816 S CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.

Staff

1817 F RESEARCH METHODS IN HIGHER EDUCATION

A systematic analysis of methods for researching problems in postsecondary institutions. Case studies drawn from the literature of both educational and institutional research will be used to illustrate appropriate research models for dealing with problems in higher education.

C. E. Pascal

1818 H EDUCATIONAL DEVELOPMENT: STRATEGIES FOR ENHANCEMENT OF THE EDUCATIONAL PROCESS IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process and emphasis on the application of these strategies as applicable to the specific educational setting selected by the student.

Staff

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.

Staff

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION

This course will be a seminar on major problems confronting contemporary

graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns, relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
Staff

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1820F,S,H.
Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852F,S,H but at the doctoral level.

The following courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs:

ADULT EDUCATION
1100F,S,H Outline of Adult Education; 1101F,S,H Program Planning in Adult Education; 1106F,S,H Small-Group Experience and Theory; 1110F,S,H Basic Processes in Facilitating Adult Learning; 1113F,S,H The Maturation Process and Adult Learning; 1119F,S,H The Social and Institutional Context of Adult Counselling; 1120F,S,H Foundations of Adult Counselling; 1125F,S,H Adult Basic Education; 1131F,S,H Special Topics in Adult Education; 1135F,S,H Organization Development; 3107F,S,H Social Foundations of Adult Learning; 3111F,S,H Theories of Psychological Development During Adulthood; 3112F,S,H Educational Gerontology; 3124F,S,H Advanced Seminar: Basic Processes in Facilitating Adult Learning; 3125F,S,H Continuing Education of Professional Personnel: Principles, Modes, and Problems; 3131F,S,H Special Topics in Adult Education

APPLIED PSYCHOLOGY
1210F,S,H Learning Styles and Teaching Approaches; 1236F,S,H Psychology of Educational Change; 3222F,S,H Analysis of Teaching Strategies

CURRICULUM
1309F,S,H Clinical Analysis of Teaching; 1358F,S,H Strategies for Implementing Curriculum Innovations; 1360F,S,H Evaluation of Curriculum and Instruction; 1378F,S,H Schooling and Outcomes Not Traditionally Assessed; 3360F,S,H Analysis of Curriculum Evaluation Issues

EDUCATIONAL ADMINISTRATION
1012F,S,H Clinical Analysis of the Administrative Process; 1018F,S,H The Political Organization of Education; 1022F,S,H The Social Context of Administration; 1030F,S,H The Legal Context of Education; 1032F,S,H Administration of Community Colleges; 3013F,S,H Dynamics of Organizational Behavior; 3021F,S,H Dissemination and Utilization of Knowledge in Education

EDUCATIONAL PLANNING

1715F Methodology for Policy Research; 1725F,S,H Analysis of Educational Decision-Making; 3704S Management Models for Educational Institutions; 3708F Seminar: Controversial Educational Issues in Development Planning; 3711F,S Simulation and Gaming for Educational Decision-Making

HISTORY AND PHILOSOPHY OF EDUCATION

1400F,S,H History of Education in Antiquity and the Middle Ages; 1401F,S,H History of European Education (Renaissance, Reformation, Early Modern); 1402F,S,H History of Modern European Education; 1403F,S,H History of Education in Canada; 1420F,S,H Social History and Education; 3445F,S,H Advanced Problems in the Philosophy of Science and Science Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS

1500F,S,H Computers and Individualized Instruction; 1501F Computer-Guided Instruction (not offered in 1980/81); 3535S Simulation Models of Cognition and Learning; 1659F,S Evaluation of Current Issues in Ontario Education; 3610S Evaluation Methodology and Theory (not offered in 1980/81)

SOCIOLOGY IN EDUCATION

1903S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education; 1909F,S, Practical Problems in Educational Innovation (not offered in 1980/81); 3902F Educational Systems and Social Change

History and Philosophy of Education

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, and Chairperson of the Department
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry; religious education)

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Assistant Professor
(moral education; ethical issues in education; interface between philosophy and psychology; philosophical issues related to gender in education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history and social science; social studies education; values education; the philosophy of law and legal education)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(program development and evaluation; innovative and alternative schools and programs; the culture of the school; school–community issues)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, and Assistant Director (Academic), OISE
(comparative and international education; multiculturalism and Canadian education)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth-century Ontario; history of American education; history of women and the family; history of women teachers)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed from Applied Psychology and to the Franco-Ontarian Centre

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D. Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

M.A. in History and/or Philosophy of Education

Ed.D. in History and/or Philosophy of Education

Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within history/philosophy of education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an intitial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in history or philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education; this program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Full-time candidates will be admitted to a one-year program for this degree, provided history and/or philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in history and/or philosophy by graduates from other universities. In certain cases, some additional coursework or reading in history and/or philosophy may be required. A part-time Master of Arts degree is also offered.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in history and/or philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Departments of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in history and/or philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(a) Three half-courses in History and/or Philosophy of Education.

(b) Two half-courses, or the equivalent, normally taken in the Department of History or the Department of Philosophy of the School of Graduate Studies.

(c) One elective half-course, normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(d) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the Fall convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1.* This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see pages 11 and 12,), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(a) Four half-courses taken on a part-time basis prior to beginning full-time resident study.

(b) During the residence period, which is two consecutive academic terms, all Ed.D. students are required to under-

take the Ed.D. seminar (two half-course credits) and two practica (each one half-course credit) under the guidance of individual faculty members.

(c) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focusses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires two years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in history and/or philosophy of education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(a) A major consisting of four half-courses, normally (but not necessarily all) in History and/or Philosophy of Education.

(b) A first minor consisting of two half-courses, normally but not necessarily, in History and/or Philosophy of Education.

(c) A second (or outside) minor consisting of two half-courses, or the equivalent, normally taken in the Department of History or the Department of Philosophy of the School of Graduate Studies.

(d) A thesis.

In many cases, students may be allowed credit for two of the above eight half-courses on the basis of appropriate courses already completed in a previous graduate degree program. Students should, however, ensure that the courses selected for the doctoral program provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrolments would preclude this.

Although the following courses are listed in the Bulletin, not all are offered in any given year. An element of uncertainty is caused by members of staff going on sabbaticals or leaves of absence, or being seconded to other appointments. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of the Coordinator of Graduate Studies, or in the Department of History and Philosophy of Education.

1400 F,S,H HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek

philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.
Staff

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. Attention is given to questions of current interest that are dealt with in recent scholarship: e.g., society and education, philanthropy, typographical culture, theology and pedagogy, politics of education, science and the universities.
Staff

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century: e.g., education and revolution, development of national school systems, schools between church and state, ideologies and politics of education, democratization of schools, treatment of ethnic and cultural minorities, youth and student movements.
Staff

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1406 F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY

The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite

institutions.
D. Levine

1409 F,S,H EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements. This course examines various antithetical factors in the history of adult education; communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

An exploration of American educational patterns, ideas, and practices, with special emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES

Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.

Prerequisite: 1410F,S,H or permission of the instructor.
A. Prentice and *H. Troper*

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY

The aim of the course is to examine the present and potential role of education in multicultural societies and, in particular, Canadian society. Special attention is paid to the social and political controversies surrounding issues such as minority schooling and the language of instruction.
J. R. Mallea

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION

The implication of social history for contemporary social studies and history instruction. The course will explore approaches to integrating the concepts, methods, and themes of social history into social studies and history courses.

Prerequisites: Four of the following, or permission of the instructor: 1421F,S,H, 1422F,S,H, 1423S,H, 1426F,S,H, 1427F,S,H, 1428F,S,H, 3420F,S,H, or 3428F,S,H.
Staff

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION

An investigation of the social, political, economic, and ideological trends that

have affected the role, status, and education of women in Europe and North America since the Renaissance. This course will focus on recent developments and current problems in historical research in this field.
A. Prentice

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD
The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA
This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is hoped that students in the course will already have taken 1422F,S,H or received permission of the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION
A historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community is combined in this seminar with an in-depth examination of one such organization or movement in the Toronto area. Available primary material will be used as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS
A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA
An investigation of the history of women in Canada, stressing the political, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This course is best taken in conjunction with 1421F,S,H, but may be taken independently.
A. Prentice

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT
An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
Staff

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION
A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION
An advanced seminar and tutorial course in which students are encouraged

to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.

E. C. Olsen

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of raditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of hought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instruc- or.

E. C. Olsen

432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected opics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in elation to such concepts as education, ndoctrination, teaching, learning, onditioning, knowledge, and under- anding. The underlying concern will e to develop a conceptual account of a erson as an educable being.

Not open to students registered in 430F,S,H or 1431F,S,H except by ermission of the instructor.

C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

A discussion of various problems involved in the development of free, responsible persons through education. Topics will include: negative and positive freedom, existential freedom, personal autonomy, "planned" societies, and the writings of certain contemporary critics of education. Theoretical viewpoints will be developed in order to relate them to educational/social settings. This course does not presuppose extensive background in philosophy.

E. C. Olsen

1434 F,S,H PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

A course introducing foundations for concepts and practices of schooling, education, and democracy, based on Dewey's classical work. Conservative, progressivist, and deschooling conceptions of schooling and education will be considered. The role of education in the development of political consciousness will be discussed as well as the Marxist tradition of political and social criticism. This course is for students with little or no background in philosophy.

D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION

An introduction to educational theory based on some aspects of contemporary political and social theory. Topics: The concepts of democracy and education in the light of recent debates about the crisis of democracy and industrial society. The fate of centrally valued ideals of the liberal democratic tradition (justice, equality, freedom) and the corresponding educational policies in terms of these theories of crisis. Implications for value theory. Marxism and liberalism. Social services, the welfare state, and education. Authors such as Macpherson, Heilbroner, Friedenberg,

Illich, Bowles, and Gintis will be considered. No formal background in philosophy required.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN EDUCATION

This course focusses on selected ethical issues embedded in educational theories and practices. Conceptions of education are interpreted in terms of normative constraints on aims, methods, and subject matter. The nature of these constraints is examined in light of general ethical theory and by contrasting justifications of traditional views of liberal education with selected critiques of these views. Consideration is also given to how value issues are manifested in contemporary educational controversies and changes.
D. Boyd

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involving the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, sex education in the context of generational and cultural differences.
D. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. Boyd

1443 Y VALUES EDUCATION PRACTICUM

The purpose of this practicum is to deal

with some of the theoretical and practical problems arising in the conception, organization, design, teaching, and evaluation of values education programs. Initially, this will involve the examination of contemporary theories of value, major approaches to values education, program organization, procedures, materials, teaching strategies, and evaluation of discussions, and programs. Thence the concepts and theories will be applied and tested by the members of the practicum in a variety of settings, such as elementary schools, secondary schools, special education classes, alternative schools, training schools, and adult groups. Throughout the practicum the focus will be on the problems and concerns of the members of the practicum.
J. A. Eisenberg

1445 F,S,H EXISTENTIALISM, PHENOMENOLOGY, MARXISM: IDEAS OF BEING HUMAN AND THEIR RELATION TO EDUCATION

Topics will include: the relation between cientific, philosophical, and everyday deas about being human with reference o analyses found in existential philosphy, phenomenology, and Marxism; anguage, history, and morality as nterrelated dimensions of being human; he philosophical foundations for ducational theory from this perspecive; discussion of the interpersonal in erms of various ideas of conversation nd dialogue.
Prerequisite: Permission of the nstructor.
D. Misgeld

449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

n examination of the fundamental hilosophical principles underlying law nd their application to the study of law the schools. The topics to be dealt ith will include: the nature and stification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION

A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL

Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL

Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL

The "culture of the school" refers to the taken-for-granted rules, values, and beliefs that give meaning and direction to life in schools. Interpretations of everyday school life from the perspectives of teachers, students, and researchers will be discussed. The tensions between individual needs and concerns of individual students and teachers and the demands of institutional life constitute a central theme. The relationship of school culture to contemporary North American culture is another theme. This course would be useful background for 1456F,S,H Alternative Schools.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS

An introduction to the philosophy and recent history of free schools and tax-supported public alternatives. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1464 F,S,H CANADA AND UNDERDEVELOPMENT

A seminar course including the following topics: the nature and process of underdevelopment; the relationship between rich and poor countries; Canada as both an underdeveloped and a developed nation; education as a tool for underdevelopment; the nature and content of Canadians' understanding of underdevelopment.
Staff

1465 F,S,H RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES

Staff (not offered 1980/81)

1480 F,S,H RELIGIOUS EDUCATION

An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education, including style of teaching, teacher–student attitudes, problems of elementary and high school years, designing class sessions, etc.
C. M. Beck

3403 F,S,H HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL

Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut

3420 F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.
D. Levine

3424 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, and emphasizing the social and political context of educational change. Students will be involved in a research project.

Prerequisite: 1403F,S,H or permission of the instructor.
A. Prentice

3426 H THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canadian political culture possess a unique

history? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent?
Staff

3427 H RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A research seminar based on topics covered in 3426H. A logical extension of 3426H in the first term, or by permission of the instructor.
Staff

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to he development of education in Canada.

Prerequisite: 1427F,S,H, 1428F,S,H, r permission of the instructor.
Troper

434 F,S SCHOOLING AND EDUCATION

Selected critiques of contemporary schooling are examined with reference to their conceptions of schooling, ducation, the person, and society. Among the core readings are works of ewey, Goodman, Friedenberg, Henry, lich, Bowles and Gintis, and Freire. ach student will be expected to do a seminar presentation and/or paper.
A. Levin

436 F,S,H AESTHETICS AND EDUCATION

his course will examine: education as n aesthetic experience; education for ppreciation of art; art as education.
taff

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I
3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. Boyd

3444 F,S,H HERMENEUTICS, AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenomenological and ethnomethodological sociology.
D. Misgeld

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with the instructor.
I. Winchester

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
Staff

3447 F,S,H CHILDREN AND RATIONALITY: PHILOSOPHICAL PROBLEMS IN THE STUDY OF CHILDREN'S CULTURE AND EDUCATION

This course focusses on phenomenological approaches to studies of the child. The use of theories of linguistic and cognitive competence to articulate the child/adult relationship will be considered. In particular, the concept of rationality employed in competence theories will be contrasted with conceptions of rationality developed in phenomenology and phenomenologically oriented social theories. On the basis of this contrast, possibilities for reconceiving the child/adult relationship will be explored.
D. Misgeld

3448 F,S,H THEORY AND PRACTICE: THE RATIONALITY OF PRACTICAL INQUIRIES IN EDUCATION

A seminar course intended to bring together philosophers and sociologists with knowledge of phenomenology and/or ordinary language philosophy or ethnomethodology. Philosophical and sociological theories of practical reasoning will be studied. Various criteria for the rationality of practical action will be examined and critically turned against the idea that criteria of rationality can be formulated without considering how they are applied in daily situations of discourse and action. The import of these ideas will be indicated for the area of policy deliberation (in education) as a type of practical deliberation. The Marxist concept of theory and practice will be reinterpreted on the basis of the orientation outlined.
D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Probably considered in the program will be such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity.
J. A. Eisenberg

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Doctoral students will contribute substantial research papers related to their thesis topics for discussion in a seminar consisting of other doctoral

students and philosophy faculty.
Staff

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION

A seminar for students who wish to do and discuss research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed and major specific innovations n education will be considered.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3464 F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensively. Attention may focus n a particular problem or a particular egion.
Staff

480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social olicy questions in the context of ifferent religious perspectives. The rogressive and retrogressive role of eligion in contemporary culture will be xamined. The relation of religion to the ormation and transformation of ommunities will also be discussed.
. *V. Sullivan* (not offered in 1980/81)

490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

esearch seminar for candidates for the octor of Education degree involving onsideration of the problems of storical and philosophical studies in a itical context. The seminar will clude presentation and criticism of udents' thesis/project proposals and ogress reports.
aff

3491 S ED.D SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

Description as for 3490F above.

3494 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II

See description for course 3494H.
Staff

Measurement, Evaluation, and Computer Applications (MECA)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Chairperson of the Department
(educational measurement and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, and Coordinator of Research and Development Studies, OISE, cross-appointed to the Franco-Ontarian Centre
(computer-assisted instruction; Franco-Ontarian studies; research and development in educational innovation)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science test development

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of education al developments)

RAYMOND LAMERAND, *D.ès L. (Neuchâtel)*
Assistant Professor, cross-appointed from the Franco-Ontarian Centre
(français and anglais in the curriculum; uses of language laboratories an programmed instruction)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Supervisor, Media Services, cross-appointed to the Franco-Ontarian Centre
(data analysis; evaluation)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(scaling theory and analysis of categorical data)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre, cross-appointed to Curriculum
(measurement and program evaluation)

ERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed from Curriculum

OEL WEISS, *Ph.D. (Chicago)*
Associate Professor, cross-appointed from Curriculum

SSOCIATED INSTRUCTORS:

. BRIAN DURELL, *Ph.D. (Toronto)*
Assistant Professor, Faculty of Education, University of Toronto

ICHARD PIERCE, *B.A. (Miami)*
Project Director in the Office of the Assistant Director

RVIN RUBINCAM, *Ph.D. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

RAHAM F. SCOTT, *B.A. (Toronto)*
Project Director in Measurement, Evaluation, and Computer Applications

ARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

In general, the M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills for practical applications. The M.A. and Ph.D. programs emphasize more theoretical study. Programs are tailored to the needs of individual students. Some possible programs of specialization are discussed below.

Measurement and Evaluation
The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 35).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in educational evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are

expected to begin their program on a part-time basis, arrangement for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The major orientation of M.A. and Ph.D. programs in measurement and evaluation is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to utilize this methodology and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students in a one-year master's program must take four of the required six half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this specialty they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S. These courses may be taken in either the M.A. or Ph.D. program. Ph.D. students ordinarily must take at least four 3600-level courses.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in quantitative computer techniques. Successful completion of 1503F,S,H or 1520F,S,H or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Computer Applications
The M.Ed. program in this specialty emphasizes practical applications of computers in the educational environment. Typical programs include 1500F,S,H, 1503F,S,H, and two other courses in this specialty. An Ed.D. program is also possible through individual arrangement.

Study toward the M.A. and Ph.D. degrees is designed to develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, two computer applications specialty courses, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and University of Toronto departments such as Psychology and Computer Science.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1980 Summer Session and the 1980/81 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
Students are not required to take the Miller Analogies Test or the Graduate Record Examinations but may submit results if they desire.

COURSES

Courses at the 1500 and 1600 level are generally considered introductory, while those at the 3500 and 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

The following course is applicable to both specialties: 1520F,S,H.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing ndividualization.

Staff, Summer Session and Regular Session (after hours)

1501 F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed nstruction, and Computer-Assisted nstruction. Specific topics change each year.

Prerequisites: 1503F,S,H and 1500F,S,H or permission of the instructor.

W. P. Olivier and *I. R. Rubincam,* Regular Session (after hours; alternate years; not offered in 1980/81)

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An introduction to computer programming and its applications in instructional environments; a general introductory course emphasizing experience with the OISE DECSYSTEM-10 computer. The students will gain experience using several problem-solving languages in a range of educational and research applications. No previous computer experience is necessary.

R. S. McLean and *R. G. Ragsdale,* Summer Session and Regular Session (daytime and after hours)

1505 F INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.

W. P. Olivier and *I. R. Rubincam,* Regular Session (after hours; offered in 1980/81 and alternate years)

1510 F,S,H COMPUTER APPLICATIONS TO RESEARCH PROBLEMS

The use of computers in answering research questions: experimental control, data collection and analysis, computer applications in current OISE research and development projects. Additional topics will be chosen from applications not seen in current projects.

Prerequisite: 1503F,S,H.

R. G. Ragsdale, Regular Session (offered as required)

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H.

R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; offered in 1980/81 and alternate years)

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

An analysis of Ontario Computer Science and Data Processing curricula with emphasis on programming problems.

Prerequisite: 1503F,S,H or permission of the instructors.

R. S. McLean and *R. G. Ragsdale,* Regular Session (after hours; alternate years; not offered in 1980/81)

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Applying inexpensive "personal" computers in educational settings and exploiting their unique capabilities. Influences on education of the widespread availability of computing outside school. Student projects will include the development of microcomputer projects applicable to education.

R. S. McLean, Summer Session and Regular Session (after hours)

1520 F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: Some statistical background.

L. D. McLean and *R. G. Wolfe,* Regular Session (daytime and after hours)

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning. Topics include the principles of systems analysis, management information systems, and uses of the computer for strategic, tactical, and operative decisions. The course uses the vehicle of computer simulation techniques and specific field-related case studies, as well as providing the opportunity for students to gain first-hand experience with the use of computer programs for decision-making at the administrative level.

S. Padro, Regular Session (after hours)

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)

Staff (offered as required)

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H, or 1517F,S,H.

R. S. McLean, Regular Session (offered as required)

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information processing models in the fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.

Staff, Regular Session (daytime)

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL

Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)

Staff (offered as required)

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)

Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)

A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.

R. G. Ragsdale, Regular Session

MEASUREMENT AND EVALUATION COURSES

1601 F DESCRIPTIVE STATISTICS (Non-Credit)

Students enrolling in courses 1610F, 1611F,S, or 1660F,S, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.

M. D. Ellis, A. Even, and *R. G. Ragsdale,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 H ELEMENTS OF TEST THEORY

Classical test theory, generalizability theory, item analysis and test assembly, scoring and equating, matrix sampling, introduction to latent trait theories.

Desirable background: Completion of or concurrent registration in 3666F,S, or equivalent.

R. E. Traub, Regular Session (after hours)

1610 F INTRODUCTION TO MEASUREMENT AND EVALUATION

A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F (Non-Credit) or equivalent.

A. Even and *R. G. Ragsdale,* Regular Session (after hours)

1611 F,S EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL

A survey of the measuring instruments

used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the theories underlying the most frequently used tests, and actual experience in the administration of tests and interpretation of test results.

Prerequisite: 1601F (Non-Credit) or equivalent.

S. A. Alvi, A. Even, and *S. B. Khan,* Summer Session and Regular Session (daytime and after hours)

Note: Students may not take both 1610F and 1611F,S for credit in a degree program in this department.

1615 S TEST CONSTRUCTION

Practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.

J. Weiss, Regular Session (after hours)

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)

Staff (offered as required)

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

The "current issues" in focus will be chosen individually by the students in the course. They will serve as vehicles through which the various processes related to evaluation of issues are pursued. Critical reading of research reports and other literature, the fundamentals of measurement, designs for data gathering, and statistics constitute the basic processes by which the current issues selected may be studied. The course reading will emphasize both the substance of the chosen current issue, as well as the measurement, design, and statistical issues that relate to it. No previous sophisticated mathematical preparation is required for the course.

Prerequisite: Permission of the instructor.

H. H. Russell, Summer Session and Regular Session (after hours)

1660 F,S INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F (Non-Credit) or equivalent.

M. D. Ellis, M. W. Wahlstrom, and staff, Summer Session and Regular Session (after hours)

1664 F MATHEMATICAL STATISTICS

Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.

R. P. Bhargava, Regular Session (daytime)

1666 F,S,H ELEMENTS OF STATISTICS

Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.

R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff, Summer Session and Regular Session (daytime and after hours)

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES

Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.

R. P. McDonald, Regular Session (after hours)

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS

Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.

R. P. McDonald, Regular Session (after hours)

1677 S ATTITUDES: THEORY, MEASUREMENT, AND RESEARCH

Foundations of attitudes in terms of early theoretical developments, relationships of attitudes to value and belief systems, theories of attitude formation and change, discussion of selected measurement techniques, and review of selected empirical research on attitude change and its relevance for education.

S. B. Khan, Regular Session (after hours)

1680 F ELEMENTS OF SCALING

Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram

analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, dual (optimal) scaling, and metric and nonmetric multidimensional scaling.
S. Nishisato, Regular Session (after hours)

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES

Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
R. P. McDonald, Regular Session (daytime; alternate years; not offered in 1980/81)

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S.
R. E. Traub, Regular Session (daytime; offered in 1980/81 and alternate years)

3606 Y PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media, study of evaluation methods and psychological variables, and application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.
L. D. McLean, M. Orme, and *R. Pierce,* Regular Session (daytime; offered in 1980/81 and alternate years)

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; response domains; personality change; moods and states; method variance; relation to measures of the environment; computer models of personality; classification and typologies; group bias in testing; actuarial prediction and prediction models.

Prerequisites: 1670F and 3666F,S, or equivalents, plus a course in personality measurement or assessment.
Staff, Regular Session

3610 S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F or equivalent.
M. W. Wahlstrom, Summer Session and Regular Session (after hours; alternate years; not offered in 1980/81)

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).
D. F. Burrill, Regular Session (daytime)

3637 S ADVANCED SCALING THEORY
Detailed examination of dual scaling (optimal scaling), advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato, Regular Session (after hours; alternate years; not offered in 1980/81)

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff (offered as required)

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL
Description as for 1652F,S,H, but at the doctoral level.

3666 F,S INTERMEDIATE STATISTICS AND RESEARCH DESIGN
Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, Latin square, composite, repeated measurements); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.
R. P. Bhargava, D. F. Burrill, and *S. Nishisato,* Summer Session and Regular Session (daytime and after hours)

3667 F ANALYSIS OF VARIANCE
Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.
R. P. Bhargava, Regular Session

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS
Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents plus some knowledge of matrix theory and calculus, or permission of the instructor.
R. P. Bhargava, Regular Session (daytime; alternate years; not offered in 1980/81)

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION
Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.
A. Even, Regular Session (offered as required)

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS
An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.
A. Even, Regular Session (offered as required)

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.
R. P. McDonald and staff, Regular Session (daytime; offered in 1980/81 and alternate years)

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1362F,S,H

Educational Planning: 3711F,S

Sociology in Education

MICHAEL FULLAN, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
RONALD J. SILVERS *Ph.D. (Princeton)*
Associate Professor
(phenomenological inquiries into children's culture; interpretive studies of knowledge; the social dimensions of the subjective world)

Coordinator of Ed.D. program, to whom inquiries should be directed:
FRANK MAIDMAN, *Ph.D. (Toronto)*
Assistant Professor
(applied sociology; family socialization and schooling; family and school linkages; sociology of the helping process in the schools; intervention in families)

ANDREW EFFRAT, *Ph.D. (Harvard)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(classroom interaction; socialization; policy and program development; social change; general theory)

MARGRIT EICHLER, *Ph.D. (Duke)*
Associate Professor
(sociology of women and sex roles; cross-cultural differences in gender relations; sex role socialization; religion; social movements)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; qualitative methodology; ethnomethodology; relevance of phenomenology and ordinary language philosophy to sociology)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

MARY O'BRIEN, *Ph.D. (York)*
Assistant Professor
(social and political thought; women's studies; Hegelian and Marxist studies in the family; ideology and education; sociology of literature)

C. PAUL OLSON, *M.A. (Princeton)*
Assistant Professor
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto) Project Director in Sociology in Education*

PROGRAMS OF SPECIALIZATION

This department offers special programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: course work in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these are flexible and interacting emphases rather than rigid enclaves:

FOCUS ON APPLIED SOCIOLOGY AND POLICY STUDIES IN EDUCATION

The department offers a number of courses which constitute a focus in applied sociology and policy studies. While other courses in the department present substantive topics, theoretical orientations, and methods which are relevant to the field of applied sociology, the following offer specialized training in that area: 1902F, 1911S, 1926S, 1929S, 1973F, 1990F, 1995F, 3902F, 3911F, and 3996S. In combination, these courses provide seminars, workshops, and field experience opportunities in such applied activities as planned change, policy analysis, program evaluation, organizational development, community organization, and action research. The faculty active in the above areas are available for assistance in organizing course programs. These include Andrew Effrat, Margrit Eichler, Michael Fullan, Edward Harvey, Frank Maidman, and Dorothy Smith. Also Gordon Cressy has major interest in this area.

FOCUS ON DIALECTICAL MATERIALISM AND EDUCATION

Faculty interested in applying variants of a dialectical materialist approach to the study of political economy, ideology, and education include Madan Handa, David Livingstone, Mary O'Brien, Paul Olson, and Dorothy Smith. The 1950F and 1951S courses serve as an introduction to this focus. (These courses will not be offered in 1980/81.)

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory. The following courses furnish the basis for students to develop their own topics and research in the area: 1928F, 1930F, 1937S, 3928S (see course descriptions below). As well, informal and formal colloquia are organized throughout the year to further the study of this focus. The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing course programs: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult page 46 of this Bulletin.)

FOCUS ON WOMEN'S STUDIES, GENDER RELATIONS, AND EDUCATION

The department has a special focus on women's studies and gender relations. Courses numbered 1907S, 1973F (not offered in 1980/81), 3972S, 3974Y represent a systematic grounding in this area, and information on other related courses can be obtained from Margrit Eichler, Mary O'Brien, and Dorothy Smith. The department currently houses *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*), which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Several research projects within the department concern feminist studies, and work for assistantships can be done in connection with these projects.

EMERGING FOCUSES

In response to previously expressed student interest, the department is sustaining attempts to develop studies in Multiculturalism, Labor Studies, and Underdevelopment and Dependency.

For up-to-date information on progress in these areas, students should contact the Graduate Studies Academic Secretary.

GENERAL INFORMATION

The department is currently offering some sections of existing courses off-campus in Kitchener–Waterloo, Peterborough, Hamilton, Timmins, New Liskeard, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1980 Summer Session and the 1980/81 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1.*

New applicants should apply by *February 1*, although later applications in the off-campus program will be considered. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 10 to 12. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F.

Faculty liaison for part-time students is Dr. Mary O'Brien.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. Frank Maidman.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
C. P. Olson, Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
M. Fullan and *G. Cressy,* Regular Session (after hours)

1903 S SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

A review of the educational experiences of racial, ethnic, and religious minorities in Canada. Special attention is focussed on the specific problems of anglophone and francophone minorities, of native peoples, and of immigrants in urban schools. The course will analyse changing trends in the ethnic composition of school and community populations and the implications for educational policy-making. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues.
Staff, Regular Session (after hours)

1904 H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
M. O'Brien, Regular Session (not offered in 1980/81)

1907 S FAMILY SOCIALIZATION AND EDUCATION

This course involves a critical review of existing literature on the family as related to education from a perspective oriented toward social change.
M. Eichler, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an

understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909 F,S PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (after hours; not offered in 1980/81; offered alternately with 3911F)

1910 S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
Prerequisite: 1900F.
Staff, Regular Session (after hours)

1911 S SOCIOLOGICAL POLICY RESEARCH METHODS IN EDUCATION

An examination, from a sociological perspective, of the non-statistical ways of identifying and analysing key problems in educational programs and policies. The basic methods examined will include participant observation, interviewing, evaluation research, the study of social impacts, the use of social indicators in field research, and basic tools for policy and program analysis. Interdisciplinary approaches to policy research, and non-statistical methods of projecting future trends.
E. B. Harvey, Regular Session (after hours)

1926 S ADOLESCENT DEVIANCE AND THE SCHOOL

The course will start with a study of theories of social deviance and the process of social typing, which will then form the ground for a systematic examination of the practical question of adolescent deviance in the school system. Field visits will be an important part of the course, as a means to study such institutional responses to adolescent deviance as special education and vocational schools.
Staff, Regular Session (after hours)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The

implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
M. Fullan and *G. Cressy,* Regular Session (after hours)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1935 S FUTURE SOCIETIES AND EDUCATION

Major approaches to the study of the future will be reviewed and compared in terms of: epistemological assumptions; projections of probable ecological, economic, political, and educational futures; sensitivity to public expectations and hopes about the future; and visions of preferable futures. Students will conduct case studies to identify practicable desirable futures on topics of their own choice.
M. Eichler, Regular Session (not offered in 1980/81)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1940 F COMPARATIVE EDUCATION

A basic introduction to the field of comparative education. The course begins with a critical scrutiny of the Western concepts of "progress," "social development," and "schooling." The major theoretical orientations in comparative education are reviewed, especially functionalist-modernization and Marxist-underdevelopment perspectives. Various methods for conducting cross-cultural research will be illustrated. Participants will conduct case studies to compare the adequacy of educational provisions in First, Second, and Third World countries.
D. W. Livingstone, Regular Session (after hours)

1941 F COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Illich, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (after hours)

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and

multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951S will constitute an introduction to students focussing on Dialectical Materialism and Education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours; not offered in 1980/81)

1951 S MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F Marxism and Education I prior to this course.)
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours; not offered in 1980/81)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 S IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (after hours)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
C. P. Olson, D. Smith, and staff, Regular Session (after hours)

1962 S SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques

and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
C. P. Olson, Regular Session (daytime)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
A. Effrat, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on Women's Studies. This course is an acceptable prerequisite to 3972S.
M. O'Brien, Regular Session (after hours)

1973 F WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
D. Smith, Regular Session (after hours; not offered in 1980/81)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
Staff, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 F APPLIED SOCIOLOGY IN EDUCATION

The general objective of this course is to train students to utilize sociological knowledge, research, and intervention techniques in the practical work of an educational or other field setting. The course is divided into three modules: *(1)* consultation, *(2)* action research, and *(3)* utilization of social science knowledge. Each module includes theoretical readings, case studies, and practical exercises. This course may be taken in conjunction with 1995F and 3996S or independently.
F. Maidman and staff, Regular Session (after hours)

1995 F PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying sociological knowledge and methods to educational issues. Project design and implementa-

tion and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system.
F. Maidman and staff, Regular Session (after hours)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3907 F,S,H FAMILY PROBLEMS, SCHOOL DEVIANCE, AND FAMILY INTERVENTION

This course has two components. In the irst part there is a critical assessment of current literature on family factors elated to school-relevant deviance, such s mental illness, school phobia, and roblem behavior in school. The second art of the course focusses on the arious modes of intervening in family tructures and processes related to these eviant outcomes.
taff, Regular Session (not offered in 980/81)

911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

his course will examine the problems nd factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; offered alternately with 1909F,S)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course will focus on selected empirical and foundational topics related to how knowledge and knowing are socially organized within various contexts, such as education, science, art, and everyday life.
J. L. Heap, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational innovation. Data from both "developed" and "developing" societies will be examined with the object of *(a)* developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and *(b)* increasing an understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3940 F COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then case study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F or permission of the instructor.
D. W. Livingstone, Regular Session (after hours; offered in alternate years; not offered in 1980/81)

3945 F EXISTENTIALIST ISSUES AND PHENOMENOLOGICAL INQUIRY IN SOCIOLOGY AND EDUCATION

Existentialist issues are addressed through an analytic phenomenology which seeks to recover the meanings of a group of people in their everyday lives in order to uncover and interpret the cultural conventions which serve to identify, assess, and socially locate that group. Cultural meanings of the group are examined with reference to knowing and knowledge, and in both formal and non-formal educational settings.

The course explores the roots of existential phenomenology in sociology through an examination of theoretical works in existentialism and phenomenology, and through a review of previous research which contains the practice of retrospective accountability within its design of inquiry as well as an analytic attention to the social dimensions of the researchers' subjective understandings and concerns within their interpretations of social phenomena.
R. J. Silvers, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (daytime; not offered in 1980/81)

3970 F,S,H ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

This course will be a workshop on theory building adapted to individual participants' needs and interests. It will seek to "look back" at the evolution of each student's own theoretical conceptions and to draw some general lessons; to interrelate critically the students' current theoretical thinking; and to look ahead to further development, especially as it might relate to thesis work. The formulation of thesis topics and problems will be discussed. Such resources as the theory construction literature and elements of the major substantive paradigms will also be considered.
Staff, Regular Session (may not be offered in 1980/81)

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This seminar will focus on current educationally relevant theoretical advances in the study of women in society. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973F, or permission of the instructor.
D. Smith, Regular Session (after hours)

3974 Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender role differentiation.

M. O'Brien, Regular Session (after hours)

3980 H RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.

Prerequisite: One completed year of doctoral study.

Staff, Regular Session (daytime; may not be offered in 1980/81)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

Description as for 1984F,S,H, but at the doctoral level.

Staff, Regular Session

3996 S PRACTICUM IN SOCIOLOGY IN EDUCATION: II

See description for 1995F.

F. Maidman and staff, Regular Session (after hours)

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychology of learning disabilities and brain-behavior relationships; nutrition and the influence of environmental factors in hyperactivity and behavioral impairment; children's spatial representation; research design and evaluation)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Associate Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed to Adult Education
(instructional systems design; theories of consciousness and learning; journal writing and reflection; adult sexuality

CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; language disorders; women's studies)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTORS:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

LEO LAZAR, *Ph.D. (Ottawa)*
Chief Psychologist, Child and Adolescent Services, Clarke Institute of Psychiatry, University of Toronto

Admission inquiries should be addressed to Dr. R. B. MacIntyre.

SANDRA SHINER, *Ph.D. (Toronto)*
Lecturer, Faculty of Education, University of Toronto

JAMES A. TUCK, *Ph.D. (Toronto)*
Psychological Consultant, Ministry of Community and Social Services

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency requests otherwise.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic etters of reference. Neither the Graduate Record Examination nor the Miller Analogies Test is compulsory, but candidates for any program should feel free to provide scores if they think it will aid the committee in reviewing their andidacy. A candidate's file must be omplete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available in the department.

ORGANIZATION OF DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. Exemptions are decided upon jointly by the course instructor and the student's faculty advisor. The core curriculum consists of:

1280 F,S,H Exceptional Children and Youth
1288 F,S,H Seminar and Practicum in Special Education
1292 F,S,H Psychoeducational Assessment and Programming for Exceptional Children
1293 F,S,H Interpretation of Research in Special Education

Additional courses may be selected within the Department of Special Education or in other departments of OISE, or from graduate-level courses at the University of Toronto.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system and who seek a broad background in special education. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which constitute the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have taken at least three undergraduate courses, or the equivalent, in areas relevant to the helping professions. If this is not the case, the following courses will be required in addition to the regular degree program:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology

Students wishing to proceed to doctoral studies must successfully undertake a Qualifying Research Paper in order to demonstrate research capabilities before being admitted to a doctoral program. The QRP must be presented at a departmental seminar.

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

A Master of Arts program in Educational Theory, with specialization in Special Education, can be worked out for individual students who wish to pursue either a research career or a professional career in work with exceptional children in a variety of settings. The normal entrance requirement is a four-year University of Toronto B.A. in a relevant social or behavioral science, or its equivalent.

The M.A. program of six half-courses and a thesis includes the four half-courses of the core curriculum. Two additional half-courses may be undertaken either in Special Education or in a related OISE or University of Toronto graduate department. Courses are to be selected in consultation with the faculty advisor.

The student is also encouraged to participate in colloquiums and informal research meetings organized by this department. The completed M.A. thesis must be presented at a departmental seminar.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to a one-year M.A. program.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have proved their practical effectiveness in the field of special education, and who intend to continue working in that field.

The degree program will consist of a minimum of eight half-courses and a thesis. The typical schedule will be a first year of part-time study involving two half-courses, followed immediately by a Summer Session of two half-courses, and a second year of full-time study involving four half-courses and at least initial work on a thesis. It is, however, understood that some candidates will find this sequence of part-time and full-time study impossible because of other commitments. In these cases, alternative arrangements can be made following discussion between candidate and faculty advisor.

Students applying to the Ed.D. program will be required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to their final acceptance into the doctoral program. Details pertinent to the criteria of an acceptable QRP may be obtained from the Graduate Studies Academic Secretary in the department. It should be noted that a QRP must be carried out under the supervision of two faculty members from the department. Prospective students are therefore strongly advised to make arrangements for such supervision *before* embarking on the QRP.

Ed.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the doctoral program.

Ed.D. students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the program.

As part of the doctoral program, students will be required to take the following courses:

3666 F,S Intermediate Statistics and Research Design
3280 F,S,H Seminar Reviewing Research Activities in Special Education
3290 F,S,H Central Issues in Special Education

General information on the Ed.D. program may be found on pages 37 to 38 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. programs in Educational Theory, with special reference to Special Education, are designed for students with one of two areas of interest. First, there are those who wish to pursue a career of theory building and/or research in special education. The program for such students would combine special education courses with courses in psychology, sociology, etc. These students may or may not have a background of elementary or secondary school teaching. Second, some students with a teaching background may wish to obtain high-level qualifications as practitioners in special education. The Ph.D. program for these students would tend to focus on such areas as the development of programs for exceptional children and the organization of special education.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 38 to 40.

Ph.D. students who do not have a background in elementary statistics are advised to take 1601F Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the program.

Students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the doctoral program. Courses 3666F,S and 3280F,S,H are required as part of the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:00 to 7:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

An overview of the various types of exceptionalities in children and youth; consideration of the etiology, prevalence, psychological and behavioral patterns, and current program approaches to the broad range of exceptional children and youth in the school system.

Staff, Summer Session and Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.

D. Shipe and *A. Keeton,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich and *A. Keeton,* Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people; e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification. and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session and Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS

A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.
Staff, Summer Session and Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.
I. Davidson and *R. MacIntyre,* Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children

are reviewed and evaluated, especially those within educational settings.
I. Davidson, Regular Session

1292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis in placed on critically analysing assessment procedures including tests and typical reports, writing psychoeducational reports, and developing a clear theoretical framework on which to base criteria for sound procedures and the procedures themselves. The course does not attempt to teach students how to conduct psychoeducational appraisals; some experience in conducting appraisals will be considered essential.
I. Davidson and *A. Keeton,* Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.
J. Kershner and *C. Reich,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.
R. MacIntyre, Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized tests, rating scales, and interviewing. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.
D. Shipe and *I. Davidson,* Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session (offered as required)

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF SPEECH AND LANGUAGE DISORDERS

This course will cover a typical pattern of language acquisition in retarded, deaf, autistic, and other types of children with severe language delay. The focus will be on spoken as opposed to written language, with alternatives to spoken language also included, e.g., sign, blissymbolics. Various approaches to the teaching of language will be examined for their appropriateness to different types of disorders. Some knowledge of the normal processes and stages of language acquisition is a prerequisite for enrolment.

C. Reich, Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.

J. Kershner, Regular Session

3281 F,S,H RESEARCH SEMINAR: THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

Factors, especially personality and motivational, relating to the achievement and adjustment of the mentally retarded and the slow learner. Emphasis will be placed upon those characteristics of the individual and the particular life situation that bear upon school placement and achievement, and subsequent life success.

Prerequisite: Permission of the instructor.

D. Shipe, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information-processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional children will be examined and compared with more traditional approaches. Major themes will include special children's orientation to learning tasks as different rather than deficient when compared to that of their peers, to the types of learning strategies and skills which they develop, and to the educator's role in identifying and using such skills to further learning. Participants will be introduced to some approaches for conducting research in developmental questions, and will be required to generate an experimental design.

Prerequisite: Permission of the instructor.

A. Keeton, Regular Session

3283 F,S,H RESEARCH SEMINAR: PSYCHOLOGY AND EDUCATION OF THE GIFTED

Prerequisite: Permission of the instructor.

Staff, Regular Session (offered as required)

3284 F,S,H RESEARCH SEMINAR: BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Staff (offered as required)

3285 F,S,H RESEARCH SEMINAR: CHILDREN WITH SPECIAL LEARNING DISABILITIES

Prerequisite: Permission of the instructor.

H. Silverman, Regular Session

3290 F,S,H CENTRAL ISSUES IN SPECIAL EDUCATION

This course is designed primarily for Ed.D. candidates, but it will be open to Ph.D. students who are suitably qualified. The emphasis is on examining problems of child development, curriculum development, classroom analysis, methodology and teaching procedures, evaluation of children, theoretical issues concerning exceptional children, and general problems in the education of exceptional children.

Prerequisite: Permission of the instructor.

I. Davidson, Regular Session

3291 F,S,H DOCTORAL SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

The goal of this course is to provide a field experience in special education for students in the doctoral program. This experience may occur in the areas of teaching, research, or educational practice, and will be tailored to each student's substantive area of specialization. This is an optional course to be taken in addition to the total number of required courses in the program. Students should consult with their faculty advisor about possible placements and the procedures to be followed.

Staff, Regular Session

3292 F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing, and emphasizes both appropriate programming for individual children, classes, and systems and advising of teachers in special education.

Prerequisite: Permission of the instructors.

R. MacIntyre and *D. Shipe,* Regular Session

3293 F,S,H ANALYSIS OF TEACHING STRATEGIES AND MATERIALS IN SPECIAL EDUCATION

Use of systems analysis and design procedures to study present special education programs and to develop potential ones. Consideration of assumptional, ethical, and philosophical bases of various instruction systems. Development of total instruction systems for specific aspects of special education.

Prerequisite: Permission of the instructor.

R. MacIntyre, Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

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(As of January 1, 1980)

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The Bulletin of the Institute is published some months before the opening of the session. Staff, programs, courses, regulations, dates, and fees are expected to be as announced, but the Institute reserves the right to make changes.

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JULY

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AUGUST

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NOVEMBER

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1982

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NOVEMBER

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DECEMBER

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Academic Calendar

1981

February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1981/82 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1981/82 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March 23–27	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While applications will be received after this, maximum enrolment may be reached in some courses before this date
April 10	Last day of lectures, Regular Session
April 13, 14	Examinations, Regular Session
April 17	Good Friday (offices closed)
April 20	Easter Monday (offices closed)
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 18	Victoria Day (offices closed)
May 20	Grade submission date for 1980/81 second term and full year courses (SDF final deadline September 30, 1981 but this designation is only reported in exceptional circumstances)

June	Spring Convocation (to be announced)
July 1	Dominion Day
July 6	Summer Session Registration
July 7	First day of lectures, Summer Session
July 15	Deadline for course changes in Summer Session
August 3	Civic Holiday (offices closed, classes cancelled)
August 14	Last day of lectures, Summer Session
August 17, 18	Examinations, Summer Session
September 7	Labour Day (offices closed)
September 9	Regular Session Registration (full-time students only)
September 14	Lectures begin
September 14–17	Regular Session Registration (part-time students) 3:30 p.m.–7:00 p.m.
September 30	Grade submission date for 1981 Summer Session courses (SDF final deadline January 21, 1982, but this designation is only reported in exceptional circumstances)
September 30	Final deadline for SDF designation for 1980/81 second term and full year courses to be changed to a regular grade or a failure
October 2*	Final date for submitting recommendations for M.A. degrees to be awarded at Fall Convocation
October 6*	Final date for Ph.D. candidates in the ultimate year of required residence to submit thesis titles
October 12	Thanksgiving Day (offices closed, classes cancelled)
October 15	Final date for changing first term and full year courses
October 15	Fees: If Regular Session fees remain unpaid by this date, students will be considered as having withdrawn
October 16†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation
November	Fall Convocation (to be announced)
November 12	Final date for withdrawing from first term courses without academic penalty
December 11	Last day of lectures of first term courses
December 14, 15	Examinations in courses completed in the first term of the Regular Session

1982

January 4	Courses for the second term of the Regular Session begin
January 15	Final instalment of M.A. and Ph.D. fees (without further notice)
January 21	Grade submission date

	for 1981/82 first term courses (SDF final deadline May 20, 1982, but this designation is only reported in exceptional circumstances)
January 21	Final deadline for SDF designation for 1981 Summer Session courses to be changed to a regular grade or a failure
January 22*	Final date for students who hold dual registration as candidates for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year‡
January 22*	Final date for submitting recommendations for M.A. degrees to be awarded at the February meeting of the Governing Council
January 22	Final date for registration for students beginning programs in second term
January 29	Final date for changing second term courses
February 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at the February meeting of the Governing Council
February 1	Final date for submitting Application for Admission forms and applications for Graduate Assistantships, together with all pertinent documentation, for new and continuing full-time study in the 1982/83 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses, or eventual receipt of a Graduate Assistantship, can be made
February 1	Final date for submitting Application for Admission forms, together with all pertinent documentation, for new part-time applicants for the 1982/83 Regular Session. *Note:* While applications will be received after this date, no guarantee of possible admission to either degree programs or courses can be made
February 25	Final date for withdrawing from second term and full year courses without academic penalty
March 1	Applications for admission to courses for continuing part-time students will be mailed on this date
March 22–26	Midwinter break in the Ontario school system (OISE classes cancelled)
April 1	Final date for submitting application for admission to courses for continuing part-time students for both Summer Session and Regular Session. While

	applications will be received after this, maximum enrolment may be reached in some courses before this date
April 8	Last day of lectures, Regular Session
April 9	Good Friday (offices closed)
April 12	Easter Monday (offices closed)
April 13, 14	Examinations, Regular Session
April 23*	Final date for submitting recommendations for M.A. and M.Ed. degrees to be awarded at Spring Convocation
May 1†	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation
May 20	Grade submission date for 1981/82 second term and full year courses (SDF final deadline September 30, 1982, but this designation is only reported in exceptional circumstances)
May 20	Final deadline for SDF designation for 1981/82 first term courses to be changed to a regular grade or a failure
May 24	Victoria Day (offices closed)
June	Spring Convocation (to be announced)

*The information must be submitted to the Coordinator of Graduate Studies, OISE, by this date, which precedes by one week the School of Graduate Studies' final date, to allow for processing and forwarding the necessary documentation.

†Arrangements must be made through the Coordinator of Graduate Studies, OISE, at least six weeks before this date for Ed.D. candidates and at least seven weeks for Ph.D. candidates.

‡A Ph.D. candidate may be permitted to complete the M.A. degree later than mid-October only under exceptional circumstances, and then only by prior agreement at the time of the candidate's acceptance.

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(As of January 1, 1981)

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Assistant Director (Administration)

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The Ontario Institute for Studies in Education

Established in 1965, the Ontario Institute for Studies in Education is both a graduate school of education and a research and development institute in the field of education. In addition to graduate instruction, basic and applied research, and development of curricular materials, the Institute is responsible for the dissemination of the results of educational studies throughout Ontario. The combination of these functions within a single institution provides for more broadly based staff and facilities and greater opportunity for systematic study than would be possible if OISE were either a graduate school or a research and development institute alone. For graduate studies, the Institute is affiliated with the University of Toronto, where it constitutes substantially the Department of Educational Theory in the University's School of Graduate Studies.

The Institute is situated in the centre of Toronto within the confines of the University campus. Toronto is an international city, with a population over two million. The University of Toronto is the largest in Canada, attracting students – especially at the graduate level – from all over the world. The OISE building provides extensive teaching, research, office, auditorium, and conference space. It also houses the headquarters for a number of provincial and national educational organizations. The Library at OISE is the most extensive specialized library in the field of education in Canada. Students also have access to other libraries on the Toronto campus, including the Robarts Library, which ranks among the largest research libraries in the humanities and social sciences in North America.

The overall goal of the Institute is to make a positive contribution to improvement in education as a field of both theoretical and applied scholarship. In the long run, one of the most effective ways to achieve this goal is through students and graduates. Students at OISE account for about one-third of the approximately 6500 graduate students registered in the University of Toronto at any one time. The Institute's full-time enrolment numbers about 600, of whom more than half are candidates for doctoral degrees. In addition, more than 2000 students pursue degrees on a part-time basis.

On April 22, 1971, the Board of Governors of the Institute set up an Institute Assembly of seventy-two members to advise them in the formulation of policy.

The Institute Assembly meets monthly during the academic year, and its meetings are open. It is a representative body, to which Board members bring the perspectives of the general and educational public of Ontario and to which faculty members, support staff members, and students bring the perspectives of internal constituencies. The student representatives are elected by ballot in April of each year from among full- and part-time students.

The Institute Assembly has set up five standing committees to recommend policy in the areas of budget, graduate studies, research and development, administration and communications, and field development. Most relevant to students is the Graduate Studies Standing Committee, which is composed of one faculty member and one student nominated by each department, and five external members. The committee makes recommendations on policy and priorities in graduate instruction and also reviews existing and proposed programs of departments.

General Information

APPLICATION FOR ADMISSION

All candidates in graduate degree programs at the Ontario Institute for Studies in Education are registered as University of Toronto students in the Department of Educational Theory of the School of Graduate Studies of the University of Toronto. The Coordinator of Graduate Studies at the Institute is also the Chairperson of the graduate Department of Educational Theory, University of Toronto. It is through the Office of the Coordinator of Graduate Studies, OISE, that admission and registration procedures are initiated.

Admission procedures deal with the question of whether or not an applicant may be admitted to a particular degree program, and under what conditions. Registration refers to procedures at the opening of a session, including payment of fees, enrolment in particular courses, etc. The sequence of steps involved in admission and registration is detailed below.

M.A. AND PH.D. APPLICANTS

1. For information and OISE Application for Assessment of Admissibility forms for either an M.A. or a Ph.D. program, write directly to:

Admissions
Office of the Coordinator of
Graduate Studies, OISE
252 Bloor St. W.
Toronto, Ontario M5S 1V6

2. Requests for evaluation of admissibility should be accompanied by the following:

(a) three official transcripts (not returnable), bearing marks attained, of all undergraduate and graduate study to date (non-English transcripts from outside Canada must be accompanied by an officially certified English translation);

(b) where applicable, three copies of documents (not returnable) attesting to professional education, teacher certification, and experience;

(c) a score on the Miller Analogies Test if required by the Institute department to which application is being made (see departmental section);

(d) a score on the Aptitude Test of the Graduate Record Examinations if required by the Institute department to which application is being made (see departmental section);

(e) at least two letters of reference (not returnable) to support the application (see departmental section): use forms entitled Letter to Support Application for Admission and/or Graduate Assistantships, obtainable from the Office of the Coordinator of Graduate Studies referred to under (1) above;

(f) a clear indication of the Institute department in which specialization is desired and of the degree program for which application is being made;

(g) a résumé (not returnable), in duplicate, of study interests, previous career, future goals, and reasons for seeking admission to the particular program of choice.

Note: Students from outside Canada whose mother tongue is not English must take an English language test. (See page 17.)

3. Many applicants for admission as full-time students may also be applying for an OISE Graduate Assistantship (see page 24). Since the first step in considering applications for an OISE Graduate Assistantship is an assessment of admissibility, it is not necessary to request such an assessment again if it has already been submitted.

4. If the Institute considers that the candidate meets the basic University of

Toronto School of Graduate Studies admission criteria, and the OISE department wishes to recommend acceptance, it will write the candidate to this effect in April, but it should be understood that this is a recommendation only. Enclosed with the Institute's letter will be a set of School of Graduate Studies Application for Admission forms. These School of Graduate Studies forms, together with an application fee of $20 (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order, should be returned *not* to the Institute, but to:

The Secretary
School of Graduate Studies
University of Toronto
63 St. George St.
Toronto, Ontario M5S 1A1

5. On receipt of the completed Application for Admission forms, the School of Graduate Studies will forward them to the Institute for its recommendation.

6. The Institute then returns to the School of Graduate Studies the recommendation regarding admissibility.

7. If the School of Graduate Studies accepts the Institute's recommendation on admissibility, the candidate is sent a formal Letter of Acceptance indicating the degree program to which admission has been granted and any conditions involved.

OISE Application for Assessment of Admissibility forms for all degree programs, and for continuing full-time study, must be submitted not later than February 1, except in exceptional circumstances, for registration in the 1981/82 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1981 Summer Session. At the time of tentative acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. Please note that the later the application, the more difficult it will become to get into courses of your choice.

An M.A. candidate in the Department of Educational Theory wishing to proceed to the Ph.D. degree must apply for admission and be considered in competition with all other Ph.D. applicants.

If students are unable to attend the session for which they have been accepted, but wish to postpone their acceptance to a later session, they must reapply and compete again with all other applicants for the later session, and pay the application fee again unless they have previously been registered in a degree program in the School of Graduate Studies.

M.ED. AND ED.D. APPLICANTS

Applicants must follow the procedures detailed previously under sections (1) and (2), and also (3) if full-time study is contemplated, of the subheading "M.A. and Ph.D. Applicants." The deadline is February 1, except in exceptional circumstances, for registration in the 1981/82 Regular Session, which starts in September. While applications will be received beyond this date, no guarantee of possible admission or, if a full-time student, eventual receipt of an OISE Graduate Assistantship can be made. Many students accepted to a program may wish, or be expected, to commence in the 1981 Summer Session. At the time of acceptance applicants who have indicated on their Assessment of Admissibility form that they wish to commence in the summer will receive Summer Session information. It must be realized that the later the application, the more difficult it will become to gain admission to the degree program and to the preferred courses.

Ed.D. applicants should note that the process of application assessment and acceptance for study in the Ed.D. program, both part-time and full-time, can be rather lengthy; further, a period of prerequisite study may be required. Accordingly, applicants are advised to initiate the application process well in advance of published deadlines. The Ed.D. in some OISE departments may be commenced on a part-time basis; however, a full year of resident study must be undertaken before completion of the degree.

All applications must be accompanied by a $20 application fee (Canadian funds – not refundable), payable to the University of Toronto, by either certified cheque or money order.

The general requirements for admission and exceptions are to be found in the section entitled "General Requirements for Degrees."

CONTINUING M.A., M.ED., ED.D., AND PH.D. STUDENTS UNDERTAKING DEGREE REQUIREMENTS ON A FULL-TIME BASIS

Application forms will be available from the Office of the Coordinator of Graduate Studies and should be returned by *February 1*.

CONTINUING M.A., M.ED., AND ED.D. STUDENTS UNDERTAKING COURSE REQUIREMENTS ON A PART-TIME BASIS

The forms for the 1981 Summer Session and the 1981/82 Regular Session for part-time continuing students will be available *March 1* and must be returned before *April 1*.

This applies to courses in the first and second terms of the Regular Session. While applications for courses will be received beyond this date, no guarantee of acceptance into either the first or second choice of courses can be given for either term. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

REGISTRATION

Summer Session registration takes place on July 6. Students whose surnames begin with A through L should come between the hours of 9:30 a.m. and 12:00 noon; those whose surnames begin with M through Z should come between 1:30 p.m. and 4:00 p.m.

Regular Session registration for full-time students takes place on September 9 from 10:00 a.m. to 1:00 p.m. Part-time students register during the first week of classes, Monday (September 14) through Thursday. The Office of Graduate Studies will be open from 3:30 p.m. until 7:00 p.m. for this purpose.

Please note: These specific times are set up for the convenience of both students and the Office staff. Part-time students who do not register at these times will find it exceedingly difficult to register at any other time, inasmuch as only during these four days will the Office be open after 5:00 p.m.

STUDY IN SUMMER SESSION

While *April 1* is the last date for continuing students to submit applications for enrolment in the Summer Session, students would be well advised to enrol before that date since enrolment in most classes is limited. On this account, *March 1* to *April 1* has been established as a period of advance enrolment for the Summer Session. At the time of notification of acceptance to Summer Session courses, a list of recommended readings, where appropriate, will be provided. It is the student's responsibility to complete such preparatory reading in advance of the necessarily concentrated Summer Session.

In addition to writing examinations at the end of the six-week Summer Session, students will be required to complete and submit term work to their instructors. The deadline for instructors to submit grades to the OISE Office of Graduate Studies for Summer Session courses is September 30. ("Deadlines," page 19.) Final grades will be mailed to students toward the end of October. Grades cannot be released until this time.

Students may enrol for not more than two half-courses in any one Summer Session. This constitutes a full-time course load and hence the student should not undertake employment for more than ten hours a week during the Summer Session. A student working up to twenty hours a week could undertake one half-course if the class hours can be accommodated along with the working hours. In such a case a statement would be required from the employer regarding the hours of employment.

AFTER-HOURS CLASSES IN REGULAR SESSION

During the 1981/82 Regular Session, it is anticipated that a number of courses will be offered in the late afternoon or evening.

Fully employed part-time students who are interested in after-hours classes may pursue one of the following patterns of study: *(a)* one half-course in each of the two terms; *(b)* two half-courses that run for the full year; *(c)* one full course that runs for the full year; or *(d)* where scheduling necessitates, one half-course that is offered for the full year along with the other half-course that is offered in either the first or second term. Those not fully employed may be able to take more than one half-course in each term, providing a statement is submitted by the employer regarding the hours of employment.

April 1 is the deadline for receiving applications for enrolment in these after-hours courses for continuing part-time students; this date applies to courses for both the first and second terms of the 1981/82 Regular Session. *Please note* that the later the application, the more difficult it will become to get into courses of your choice.

OFF-CAMPUS/ FIELD DEVELOPMENT

OFF-CAMPUS COURSES

OISE offers off-campus sections of certain courses leading to the University of Toronto M.Ed. degree as described previously. Courses have been offered in Barrie, Belleville, Brantford, Hamilton, Kirkland Lake, Kitchener–Waterloo, London, New Liskeard, North Bay, Orillia, Parry Sound–Muskoka, Peterborough, Sault Ste. Marie, Simcoe, St. Catharines, Sudbury, Timmins, and Welland.

Course Requirements
Course requirements are the same for both off- and on-campus students. Please consult the departmental section of this Bulletin.

On-Campus Requirements
All part-time off-campus M.Ed. degree students are required to complete at least two half-courses on campus in Toronto.

Admission Procedures
New part-time M.Ed. degree applicants and part-time Special Students should contact their local Field Centre for application forms. Admission procedures are the same for all students and are outlined on pages 11 and 12. Applications for new students should be submitted by February 1.

Continuing part-time off-campus M.Ed. degree students are advised to comply with the on-campus deadlines; however, late applications will be considered. It should be noted that some courses have a restricted enrolment.

Registration
Part-time off-campus students register at their first class.

Note: Off-campus students taking courses in Toronto must register in the Graduate Studies Office on the night of their first class in the Regular Session and on Registration day of the Summer Session.

Off-Campus Library Resources
The OISE Library makes available through the local field centres all essential reading materials for off-campus students to meet the requirements of their courses.

FIELD DEVELOPMENT

The purpose of Field Development is to provide direct assistance to education in Ontario, particularly to schools. OISE's Office of Field Development comprises an administrative office in the OISE building in Toronto, and nine regional field centres. The Office is also responsible for publication of OISE's teacher journal, *Orbit,* the Learning Materials Development and Implementation Centre, and the Franco-Ontarian Centre.

Because of their geographical location and their close association with the schools in their region, the field centres provide the main focus of OISE's field development effort. But the Institute as a whole is committed to field development work and many academic departments of the Institute are heavily involved in Field Development. Field centres make an important contribution to Graduate Studies (by helping with the development of off-campus courses) and to Research and Development (through local research projects). Joint projects are increasingly common, with Field Development helping Graduate Studies develop programs to meet local needs, and with field centres working on major research projects.

The functions of the field centres are governed very largely by requests from the region each serves, by the geography of the region, and by the individual expertise of the centre staff. Each centre has a small staff – generally not more than three or four people. There are consequently constraints on the assistance that the staff can offer, and they prefer activities that will have a widespread influence in their regions. Some examples of field centre activities are: developing moral education programs, including one for French-speaking students; promoting the use of paraprofessionals and parent volunteers in schools; producing intermediate assessment items in geography, history, and English; developing and implementing curriculum guidelines; producing, evaluating, and distributing inquiry-training and problem-solving materials; and developing intermediate-level tests of objectives as laid down in provincial guidelines.

FIELD CENTRE LOCATIONS

The following is a list of the nine field centres throughout Ontario. The departments listed after each centre are currently offering off-campus courses in that region. For more information on OISE courses, both off- and on-campus, contact the centre in your area.

Central Ontario Centre
OISE
252 Bloor Street West
11th Floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641, Ext. 223

Adult Education, Applied Psychology, Educational Administration, Sociology in Education

Midnorthern Centre
William MacMillan Public School
1050 Lonsdale Avenue
Sudbury, Ontario P3B 3X4
Telephone: 705-560-0313
Curriculum, Educational Administration (also offered in Sault Ste. Marie), Sociology in Education

Midwestern Centre
Victoria School
25 Joseph Street
Kitchener, Ontario N2G 1J2
Telephone: 519-579-0780
Curriculum, Educational Administration, Sociology in Education

Niagara Centre
Connaught Public School
28 Prince Street
St. Catharines, Ontario L2R 3X7
Telephone: 416-684-8558
Applied Psychology, Curriculum

Northeastern Centre
King George Public School
550 Harvey Street
North Bay, Ontario P1B 4H3
Telephone: 705-472-6611
Adult Education, Applied Psychology, Curriculum

Northwestern Centre
Lakeview High School
285 Gibson Avenue
Thunder Bay, Ontario P7A 2J6
Telephone: 807-344-5764
(No course offerings at this time)

Ottawa Valley Centre
60 Tiverton Drive
Ottawa, Ontario K2E 6L8
Telephone: 613-224-0561
(No course offerings at this time)

Trent Valley Centre
Box 719
150 O'Carroll Avenue
Peterborough, Ontario K9J 7A1
Telephone: 705-742-8827
Applied Psychology, Curriculum, Educational Administration

Western Ontario Centre
St. Martin School
140 Duchess Avenue
London, Ontario N6C 1N9
Telephone: 519-433-2631
Adult Education

RESEARCH AND DEVELOPMENT STUDIES

The research and development programs of the Institute have a double function – to foster improvement in Ontario education and to complement the discipline-based programs of academic departments. The majority of faculty spend a significant portion of their time on research and development projects.

Students may benefit from the research and development program in a variety of ways. Directly, they can participate in the work either through their graduate assistantships or through joint research designed as a portion of their graduate program (usually for the M.A., Ph.D., or Ed.D.). Indirectly, they benefit from contact with staff members who are regularly engaged in working on solutions to educational problems of both practical and theoretical importance. In addition, there is the advantage of working in an environment where recognized leaders in different disciplines of education interact in an informal way.

The research and development program is among the largest in the world, consisting of a multitude of projects of varying size and content. Findings of completed studies are often published by the Institute or by the sponsoring agency, as well as in journals edited and/or published at the Institute (*Interchange, Curriculum Inquiry, Orbit*).

The Office of Research and Development Studies has broad responsibilities in the administration and coordination of all research and development activities of the Institute. These include: *(a)* support for the committee which determines Institute priorities for research and development work and the procedures that determine which projects will receive internal funds; *(b)* conducting (in cooperation with the Office of Field Development) the internal review of project proposals; *(c)* negotiation of contracts and grants, and administration of externally funded projects; *(d)* administration of large projects that involve personnel from several academic departments; and *(e)* provision of information services, consultation related to external funding (including applications for student research grants and fellowships), and assistance with project design.

Students may participate, where appropriate, in both internally and externally funded projects.

A portion of available "internal" funds is reserved for small-scale projects, for which decisions are made within individual academic departments. Both staff and students may submit small-scale proposals.

The current research and development program is described in an annual publication, *Research and Development Projects in The Ontario Institute for Studies in Education.*

FRANCO-ONTARIAN STUDIES

In 1972 a Franco-Ontarian section was established within the Institute to encourage and undertake work to meet the needs of the French-language community in the province.

A number of projects have been undertaken to date under priorities established by an advisory committee representative of interested groups within the province, and ratified by the Institute's Research and Development and Field Development Standing Committees. In each region, local bodies have participated in the formulation of project objectives, and resource people drawn from schools, school boards, and universities have collaborated to bring the projects to fruition. Opportunities are available to French-speaking students and staff for in-service training and collaboration in curriculum development. In 1977, the section became the Franco-Ontarian Centre.

Although in the past the Franco-Ontarian Centre has put most of its energies into research and development, increasing priority is being given to field development (the Centre is located in the Office of Field Development) and to graduate studies. However, the graduate studies courses are few in number and no student could ordinarily undertake a program of study with the expectation that all, or even a major part of it, could be completed in French.

For the purpose of assisting French-speaking students, bilingual advisors have been identified in different academic departments. The following persons may be consulted regarding study programs: S. Churchill, Office of Research and Development; M. Canale, Franco-Ontarian Centre; N. Frenette, Head, Franco-Ontarian Centre; D. W. Livingstone, Sociology in Education; L. D. McLean, Measurement, Evaluation, and Computer Applications; R. Mougeon, Franco-Ontarian Centre; and E. V. Sullivan, Applied Psychology.

Students should consult with a member of the Franco-Ontarian Centre if they have received approval from the Office of the Coordinator of Graduate Studies to write their theses in French.

NON-CREDIT SEMINARS AND CONFERENCES

In addition to formal programs of study, the Institute offers each year a considerable number of non-credit seminars and conferences on a wide variety of specialist themes. Opportunities are afforded to interested graduate students to participate in these in various capacities.

FACILITY IN THE ENGLISH LANGUAGE

All applicants from outside Canada whose mother tongue is not English must take an English language test. This test must be passed satisfactorily before students leave for the University of Toronto. Acceptable tests are available for students whose admission has been recommended from either of the following:

English Language Institute
University of Michigan
Ann Arbor, Michigan 48104, U.S.A.

TOEFL, Educational Testing Service
Princeton, New Jersey 08540, U.S.A.

Where the language of undergraduate instruction and examination has been uniformly English, evidence of an applicant's proficiency, presented by one of the applicant's university professors, might satisfy the School of Graduate Studies.

THE MILLER ANALOGIES TEST

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit Miller Analogies Test scores when applying for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made. For information on test dates and procedures please contact Professor Mary Laurence, Department of Psychology (not OISE), University of Toronto, Toronto, Ontario M5S 1A1 (telephone: 978-3398).

Applicants not living in the Toronto area should contact the testing centre of a nearby university, or write to the Psychological Corporation, 304 E. 45th St., New York, N.Y. 10017, U.S.A., for the address of the nearest testing centre.

THE GRADUATE RECORD EXAMINATIONS

Applicants for admission to full-time or part-time study in some fields of specialization, whose mother tongue is English or who, having another native language, have taken their undergraduate work in Canada in the English language (or in other English-speaking countries) may be required to submit scores on the Graduate Record Examinations Aptitude Test (Verbal and Quantitative) when making application for admission or financial assistance. Please check whether this is a requirement in the Institute department to which application is being made.

The Graduate Record Examination test centres and dates are given in the *GRE 1980–81 Information Bulletin,* which may be obtained from the applicant's present institution, or by writing to the Graduate Record Examinations, Educational Testing Service, Box 955-R, Princeton, New Jersey 08540, U.S.A. The completed registration form must be received by ETS approximately six weeks before the test date selected, and sooner if the candidate wishes to be tested at a foreign or special centre.

EXAMINATIONS AND GRADES

The grading practices of the Department of Educational Theory fall within the general framework of the University of Toronto School of Graduate Studies grading system, and have the following features:

(a) The grading system has a primary classification of A, B, and FZ, which have the following meanings attached to them:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

(b) The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and – to signify a grading within each class from high to low, and will assign letter grades of A+, A, A–, B+, B, B–, or FZ. Also INC, WDR, and SDF designations may appear on a transcript.

For averaging purposes, passing grades are assigned the following points:

A+	9 points
A	8 points
A–	7 points
B+	6 points
B	5 points
B–	4 points

The School of Graduate Studies defines the following non-grade course reports which may appear on transcripts:

INC: Incomplete: a report assigned by the instructor or departmental review committee, normally as a final report where coursework is not completed but where there are not grounds for assigning a failing grade. This is a final report and may only be altered on departmental request with the approval of the Associate Dean of the Division. It carries no credit for the course and is not considered for averaging purposes.

IPR: In Progress: a report assigned by the instructor as the report for a course which is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment. IPR carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available (to replace NR: Not received): a report assigned by SGS in the extraordinary case that a grade is not available for a student due to the failure of an instructor to submit a grade or report by the appropriate deadline. It must be replaced by a regular grade or by another non-grade course report assigned by the instructor. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete coursework because of medical or similar reasons: a report assigned by the departmental review committee upon approval of an instructor's recommendation.* It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period and no later than, except in the most extenuating circumstances, the School's grade submission deadline following the original one for that course. Any SDF still outstanding after that deadline (or a new one established by the departmental review committee) will be changed to a failing grade. It carries no credit for the course and is not considered for averaging purposes.

WDR: Withdrawal without academic penalty. WDR is assigned by the departmental review committee upon approval of a student's request for late withdrawal from a course. SDF carries no credit for the course and is not considered for averaging purposes.

XMP: Exemption granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

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*OISE Degrees and Appeals Subcommittee (a report concerning the extraordinary circumstances must be attached to the instructor's marks list).

Grading Procedures

(a) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

(b) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

(c) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made avaliable to students at their request.

(d) Grades, as an expression of the instructor's best judgment of each student's overall performance in a course, will not be determined by any system of quotas.

(e) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and the (sub)Department Chairperson, the student may make an appeal to the Department of Educational Theory's appeals committee (see page 33 of this Bulletin). Should the dispute not be settled at the departmental level, the matter should be referred to the Associate Dean of the Division, and if it is not solved the student may make a formal appeal to the Applications and Memorials Committee of the School.

Any student whose work is judged to be unsatisfactory by the Department of Educational Theory may be required to withdraw at any time.

DEADLINES FOR COURSE CHANGES AND COURSE COMPLETION

The deadline beyond which a course cannot be added is October 15 for first term courses and courses running all year and January 28 for second term courses. November 12 is the last day to withdraw without academic penalty for first term courses and February 25 for second term courses and courses running all year. July 15 is the deadline for dropping or adding courses in the Summer Session. If a course is dropped after these dates it will remain on the transcript as a permanent Incomplete. There can be no changes – additions, deletions, substitutions – after the above dates. If a student has a number of incomplete courses, others must be added to fulfil the degree requirements.

The following grade submission dates are mandatory. The second date is the final one for SDFs to be changed to a grade or an FZ, but this can only happen in extraordinary circumstances which have been thoroughly documented. (See previous section.)

First Term: First term full or half-course grades are due by January 21. May 20 is the final date for SDF designations to be replaced by a grade or an FZ.

Second Term: Second term grades for full and half-courses and grades for full or half-courses running all year are due by May 20. September 30 is the final date for SDF designations to be replaced by a grade or an FZ.

Summer Session: Summer Session course grades are due by September 30. January 21 is the final date for SDF designations to be replaced by a grade or an FZ.

Only in very rare circumstances would an extension beyond the deadline dates be considered. An appeal for such an extension should be made to the student's home department first, which in turn must support the request when it comes to the Degrees and Appeals Subcommittee, through the Graduate Studies Office; it would then be forwarded to the School of Graduate Studies for approval.

It must be emphasized that throughout a degree program at OISE the responsibility rests with the student to ensure that the Office of the Coordinator of Graduate Studies is notified by the appropriate dates of any changes in courses, of grades assigned by instructors, and of any other relevant information concerning the program. In an effort to prevent administrative problems for the student, the Office of the Coordinator of Graduate Studies welcomes inquiries that result from the student's active monitoring of individual program requirements.

First term grades will be mailed to students in mid-February. Second term and full year course grades will be mailed to students in mid-May. Summer Session grades will be mailed toward the end of October.

TRANSCRIPTS

B.Ed. registrants up to June 1967 may obtain transcripts from the Office of the Coordinator of Graduate Studies, OISE.

M.Ed., M.A., Ed.D., and Ph.D. candidates obtain transcripts from the School of Graduate Studies, 63 St. George St., Toronto, Ontario M5S 1A1 (telephone: 978-2383). A fee of $1.50 is charged and 50 cents for each additional copy, if ordered at the same time. Transcripts cannot be issued or grades released for students whose fees are in arrears. Regular Session grades are not issued until mid-February for first term courses and mid-May for full year and second term courses; grades for Summer Session courses are not issued until toward the end of October. Transcripts indicating that degree requirements have been met cannot be issued until the recommendation by the Department of Educational Theory for conferral of the degree has been approved by the School of Graduate Studies of the University of Toronto. This means that all grades have been reported in accordance with the above dates and all balance fees, library fines, etc. have been paid.

FEES

Payment must be by certified cheque or money order, in Canadian funds, made out to the University of Toronto. Fees, accompanied by a fees invoice, should be sent to the Comptroller's Office, 215 Huron St., Toronto, Ontario M5S 1A1. The fees, which are detailed on pages 22 and 23, are subject to change by the Governing Council of the University of Toronto.

All new Application for Admission forms must be accompanied by an application fee of $20 in Canadian funds, payable to the University of Toronto. This must be either a certified cheque or a money order, and is not refundable.

Courses undertaken at another university and credited to a degree program here will not reduce the fees required.

FOREIGN STUDENT FEES

Tuition fees for students who are not Canadian citizens or landed immigrants, except those listed below, are $2062 per annum plus incidental fees for full-time students. Following completion of residence requirements, students must pay a post-program fee of $645 plus incidental fees each year until the completion of their program.

The exceptions are as follows:

1. Full-time students who are in Canada on the basis of a diplomatic visa or temporary work visa of a parent or guardian (this exemption does not apply

to a spouse of someone holding such a visa).

2. Students sponsored and financially assisted by the Canadian International Development Agency (including the Commonwealth Fellowships and Scholarships program), or by the International Development Research Centre, or by any program of financial assistance to students under an aid program of the United Nations or its agencies provided such a program is recognized and directly or indirectly assisted by the Government of Canada.

3. A person enrolled under a cultural exchange agreement between the Government of Canada and the government of another country.

Please check with the Office of the Coordinator of Graduate Studies if there is any doubt as to whether your circumstances qualify you for an exemption from the Visa Student fees. Where the exemptions apply, the tuition fee for a student shall be the same as that for Canadian students and landed immigrants.

All prospective foreign students will be required to have a visa, procured from a Canadian Immigration Office abroad, before they present themselves at the border for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

DUAL REGISTRATION FEE FOR M.A. AND PH.D. CANDIDATES

A student who has been conditionally accepted into the second year of a three-year Ph.D. program in the same area of specialization but whose M.A. degree requirements in the Department of Educational Theory have not been completed by October 6 in time for Fall Convocation may register as a Dual Registrant. The candidate will be charged the full-time Ph.D. registration fee and must re-register (but no fee is required) as an M.A. candidate. If the student is recommended for admission to the M.A. degree before January 22 he or she will receive Ph.D. credit for the full session. If the requirements for the M.A. degree are not completed by January 22 the Ph.D. registration will be cancelled and the student will continue to be registered as an M.A. candidate only. No residence credit toward the Ph.D. will be permitted. However, credit may be retained toward the Ph.D. for courses completed during that year. The student will be charged only the M.A. post-program fee plus appropriate incidental fees for the year in question.

INACTIVE PH.D. STUDENTS

Ph.D. candidates who have been granted permission to interrupt the years of required full-time residence must register and pay a holding registration fee of $256 (Visa Students $645). Candidates who fail to do so at the beginning of the approved period will not be permitted to register until the holding registration fee has been paid.

POST-PROGRAM (RE-REGISTRATION) FEE: M.A., ED.D., AND PH.D. CANDIDATES

M.A., Ed.D., and Ph.D. candidates who have completed the required residence but who have not completed other requirements for the degree must re-register each year. If they do not, the degree candidacy may lapse. The post-program fee is $256 (Visa Students $645) plus any applicable incidental fees.

POST-PROGRAM (RE-REGISTRATION) FEE: M.ED. CANDIDATES

M.Ed. candidates who have undertaken all the course requirements for the degree but not completed these requirements within the academic calendar year of enrolment in the final course(s)

SCHOOL OF GRADUATE STUDIES SCHEDULE OF FEES 1981/82

	Annual academic fee	*Incidental fees*	*Total*	*Minimum initial payment**
CANADIAN CITIZENS AND LANDED IMMIGRANTS				
Degree Program Fees				
Full-time students	$854.00	$115.00	$969.00	$627.00
Full-time students – 1 term	427.00	57.50	484.50	484.50
Part-time students	256.00	19.00	275.00	173.00
Part-time students – 1 term	128.00	19.00	147.00	147.00
Post-Program Fees				
Full- or part-time students	256.00	30.50	286.50	184.00
Full- or part-time students – 1 term	128.00	19.00	147.75	147.75
Special Students				
Full-time	854.00	115.00	969.00	627.00
Part-time – per course	256.00	19.00 †	275.00	173.00
Part-time – per half-course	128.00	19.00 †	147.00	147.00
Inactive Ph.D. Students	256.00	–	256.00	256.00
VISA STUDENTS				
Degree Program Fees				
Full-time students	2062.00	115.00	2177.00	1352.00
Full-time students – 1 term	1031.00	57.50	1088.50	1088.50
Part-time students	645.00	19.00	664.00	406.00
Part-time students – 1 term	322.50	19.00	341.50	341.50
Post-Program Fees				
Full- or part-time students	645.00	30.50	675.50	418.00
Full- or part-time students – 1 term	322.50	19.75	342.25	342.25
Special Students				
Full-time	2062.00	115.00	2177.00	1352.00
Part-time – per course	645.00	19.00 †	664.00	406.00
Part-time – per half-course	322.50	19.00 †	341.50	341.50
Inactive Ph.D. Students	645.00	–	645.00	645.00

**Minimum payment* (for other than those registering for only one term): The first payment of fees consists of 60% of the academic fee, plus incidental fees. Minimum initial payment due date will be announced in registration material sent to the student. The balance may be paid at any time but is due by January 15 without further notice. After this date, all outstanding balances, regardless of the source of the payment, are subject to a service charge of 1 1/2% compounded monthly (18% per annum) calculated on the 15th of each month until the account is paid in full.

†Payable once only in one session.

NOTES TO FEES SCHEDULE (*see facing table*)

Note: All fees are subject to change without notice by the Governing Council of the University of Toronto.

Fees will be assessed according to whether students are registered on a full- or part-time basis. The fee for students registered for one term only (either first or second) to undertake course work in a degree program is half the annual academic fee (plus applicable incidental fees), depending upon the registration. However, there are minimum degree costs depending upon the length of program to which a student has been admitted. Therefore, regardless of the pattern of undertaking courses, the full program fee will be levied before graduation. Where students have not paid at least the full-time program fee, additional fees will be required. Full fees must be paid for each required year of the program.

The fee applicable to each program is as shown below:

M.Ed. Degree Candidates: The 8 half-course minimum program fee is $854 (Visa Students $2062) plus incidentals. The 10 half-course minimum program fee is $1110.20 (Visa Students $2680.60) plus incidentals.

Ed.D. Degree Candidates: Fees will be assessed according to the pattern of registration. However, the full-time fee must be paid in the year in which the residence requirements are undertaken. Upon completion of the residence the student must re-register and pay the post-program fee each year.

M.A. Degree Candidates: The minimum program fee for either a 6 or 8 half-course program is $854 (Visa Students $2062) plus incidentals. The 10 half-course minimum program fee is $1281 (Visa Students $3093) plus incidentals. The 12 half-course minimum program fee is $1708 (Visa Students $4124) plus incidentals. Moreover, M.A. candidates who have undertaken the course requirements and, where applicable, the residence requirements, but have not completed the thesis must re-register and pay the post-program fee each year until all the degree requirements have been met.

Ph.D. Degree Candidates: The full-time fee is levied for each year of required residence. Upon completion of the residence the student must re-register and pay the post-program fee each year.

Where, because of the time taken to complete the degree requirements, a student has paid more than the program fee, there will be no refund of fees.

BREAKDOWN OF INCIDENTAL FEES

	Graduate Students' Union	*Health Service*	*Hart House*	*Athletics*	*Total*
Full-time	$21.50	$18.50	$32.00	$43.00	$115.00
Full-time – 1 term	10.75	9.25	16.00	21.50	57.50
Part-time	10.00	1.50	3.50	4.00	19.00
Part-time – 1 term	10.00	1.50	3.50	4.00	19.00
Post-Program					
Full- or part-time	21.50	1.50	3.50	4.00	30.50
Full- or part-time – 1 term	10.75	1.50	3.50	4.00	19.75
Summer Session	10.00	1.50	3.50	4.00	19.00

must re-register in the year in which they receive the degree. The re-registration or post-program fee for a full year is $256 (Visa Students $645) plus incidental fees.

CONVOCATION

All outstanding grades must be submitted and fees and library fines etc. must be paid before the appropriate dates (see Academic Calendar) for eligibility to convocate. The Department of Educational Theory will be in communication with the student at some point after the final courses have been undertaken regarding the student's eligibility to graduate.

Ordinarily M.Ed. degree candidates undertaking their last two half-courses in the Summer Session cannot convocate until the following Spring. It will not be possible to issue any statement of completion of degree until early in December. If all requirements have been met (grades, fees, library fines, etc.), a transcript can be issued indicating degree to be conferred.

OUTSTANDING FEES AND CHARGES

Students who have not paid their academic fees in full will not be recommended for conferral of the degree until payment has been made.

Students who have not paid their University housing dues in full or who have outstanding library dues and/or bookstore accounts will not be permitted further registration in the University, will not have transcripts issued on their behalf, and will not receive their degree (if they have been recommended for conferral of a degree) until payment is made.

SUMMER SESSION STUDENTS

Degree candidates remaining in the same degree program do not pay Summer Session fees if they have already paid the full part-time or full-time fee in the preceding Regular Session. Degree students commencing their programs in the Summer Session must pay Summer Session fees of $128.00 (Visa Students $322.50) plus incidental fees. These fees will not be deducted from the total program fee in September.

LATE PAYMENT FEE

A late payment fee of $10 plus $1 per day to a maximum of $20 will be assessed against any student registered in the Regular Session and/or the Summer Session whose fees are not received at the Comptroller's Office by the dates to be announced in the registration material which will be sent to the student.

REBATE OF FEES

Rebate of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the Office of the Coordinator of Graduate Studies.

STUDENTS' ADMINISTRATIVE COUNCIL FEE

Membership in the Students' Administrative Council is optional for graduate students. For further information telephone 978-4911.

STUDENT FINANCIAL AWARDS

OISE GRADUATE ASSISTANTSHIPS

OISE offers graduate assistantships to support programs of full-time graduate study. The student must qualify for an award on the basis of ability and promise. The amount and type of assistantship may vary with the student's financial need, the academic program, and the policies of the OISE home department. No student can receive more than $6600 (plus the $1200 Visa Student tuition fee differential, where applicable), through the *combination* of an OISE Graduate Assistantship and an external award, during the regular academic session.

It is important to note that an OISE Graduate Assistantship is for the specified amount and *does not cover payment of fees.* This is the responsibility of the student, who should be in a financial position to fulfil this obligation at the beginning of the academic year.

For further information and application forms, write to Admissions, Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6. Completed applications should be submitted before February 1, 1981.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education has established the Margaret I. Hambly Fund in memory of the Institute's first Registrar.

The purpose of the loan/scholarship is to assist those persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. Funds will be available to both full- and part-time students, but where all else is equal the award shall be given to part-time students. Criteria for the award will be firstly demonstrated potential and promise of service to the educational community and secondly financial need. Application forms are available in November from the Office of the Coordinator of Graduate Studies, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6, and must be submitted by February 1 to Mrs. P. A. Buitenhuis in that Office. All supporting documentation including transcripts, teacher certification, reference letters, résumé, and statements pertaining to the past contribution to education must be submitted by this date along with an outline of the applicant's financial position.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $1630 per term (subject to change if fees are increased). Awards are intended primarily for Canadian citizens, with preference given to Ontario residents. Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department.

(b) For prospective full-time students: the Fellowship Section, Ministry of Colleges and Universities, Mowat Block, Queen's Park, Toronto, Ontario M7A 2B4.

The deadline for submitting applications is December 1, 1980, for the 1981/82 academic year.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to graduate students who are Canadian citizens or landed immigrants as of November 15, 1979, attending any Canadian university. Among these are doctoral fellowships of up to $7860.

Application forms are available as follows:

(a) For students currently enrolled in a graduate program: their OISE home department. Closing date is usually November 15, but it will be announced by the home department in the fall.

(b) For renewal of doctoral fellowships: Fellowships Division, Social Sciences and Humanities Research Council of Canada, P.O. Box 1610, Ottawa, Ontario K1P 6G4. Closing date is January 15 for the following academic year.

(c) For prospective full-time students: the Fellowships Division as in item *(b)* above. Closing date is usually November 15.

FEDERATION OF WOMEN TEACHERS' ASSOCIATIONS OF ONTARIO FELLOWSHIPS – $7500

The Federation of Women Teachers' Associations of Ontario offers two fellowships of $7500 each for advanced graduate study in education. The first, the Ruby C. Kinkead Fellowship, is to be held at the University of Toronto by a student working at the doctoral level. The second, the L. Dorothy Martin Fellowship, may be held at any university of the applicant's choice. Ordinarily, applicants must be members of the Federation of Women Teachers' Associations of Ontario, but other applicants with outstanding qualifications may be considered.

Further details and application forms are available from the Executive Secretary, Federation of Women Teachers' Associations of Ontario, 1260 Bay St., Toronto, Ontario M5R 2B8. Applications must be submitted by February 1.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS – $5000

The Ontario English Catholic Teachers' Association offers two scholarships for graduate study in the amount of $5000 each. It also offers three Fellowships for Religious Studies in the amount of $5000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from the Executive Director, Ontario English Catholic Teachers' Association, 1260 Bay St., Toronto, Ontario M5R 2B4. Applications must be submitted by April 1.

ONTARIO PUBLIC SCHOOL MEN TEACHERS' FEDERATION SCHOLARSHIPS

The Ontario Public School Men Teachers' Federation offers the Win Davies Memorial Scholarship, which provides up to $10 000 payable within a two-year period to an OPSMTF member pursuing full-time studies leading to a doctoral degree in educational studies.

The OPSMTF Golden Anniversary Bursary Awards provide financial assistance to OPSMTF members pursuing graduate studies in education at the master's or doctoral level. The amount of these awards varies from year to year.

For more information and application forms, contact the Ontario Public School Men Teachers' Federation Awards Committee, 1260 Bay St., Toronto, Ontario M5R 2B7.

Closing date for application is January 31, 1981 (midnight postmark). All supporting documents, including transcripts and other relevant materials, must be submitted by February 21, 1981.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION – SCHOLARSHIPS AND AWARDS

These awards, totalling $22 000, include the OSSTF Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members.

Further details and application forms are available from the General Secretary, Ontario Secondary School Teachers' Federation, 60 Mobile Dr., Toronto, Ontario M4A 2P3. Applications must be submitted by January 31.

THE WILLIAM PAKENHAM FELLOWSHIP – $2000

Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada, as a result of further work.

An application form may be obtained from the Registrar, Faculty of Education, University of Toronto, 371 Bloor St. W., Toronto, Ontario M5S 2R7. Completed applications must be received by March 15.

UNIVERSITY OF TORONTO OPEN FELLOWSHIPS

A number of highly qualified continuing students will be selected by the Department of Educational Theory for recommendation to the School of Graduate Studies for the university-wide competition for University of Toronto Open Fellowships.

EMERGENCY STUDENT LOANS

Primary consideration will be given to applicants who face critical financial situations of an emergency nature and who have no other reasonable recourse. Any full- or part-time student attending OISE may apply for assistance from the fund. Contact Dr. Lynn Davie in the Office of the Coordinator of Graduate Studies, OISE, for forms or more information.

LIBRARY

The Institute Library houses a collection of 475 000 items specializing in education, with growing strength in related social sciences and humanities. Extensive reference materials and some 4250 serial titles are available. There are complete holdings of such document series as ERIC and ONTERIS on microfiche.

Reference staff are prepared to acquaint students with broad aspects of service, and to consult with them regarding information needs for particular projects.

New information sources, such as documents and catalogues on microfiche, and new on-line information services are frequently acquired. Students should plan to devote some time to becoming aware of the range and potential of these for their work.

Inter-library loan service provides access to library materials not held in central Toronto locations.

The Curriculum Resources Centre includes a variety of instructional resource materials ranging from preschool to adult levels, in print and multimedia formats. Individual and class consultation may be provided.

The Audiovisual Library has a varied, extensive collection of films, filmstrips, and audio- and videotapes, which are used extensively in courses and seminars. Films may be booked for preview as well as class use.

Unassigned carrels are located throughout the first, mezzanine, and second floors. Coin-operated photocopiers and microform reader-printers are available.

Guides to general and special services and parts of the collection are issued and updated periodically. Special orientation tours/seminars for particular topics, aspects of the collection, and services may be arranged through the course instructor and the librarian responsible for orientation. The Circulation staff are available to explain loan, renewal, and reserve procedures.

The resources and services of the University of Toronto Library are also available to graduate students registered in Educational Theory. Graduate-level materials are generally housed in the Robarts Library, with the exception of those housed in special campus collections. The OISE Library has a microfiche catalogue indicating central University of Toronto Library holdings and those of some campus libraries.

AUDIOVISUAL EQUIPMENT

OISE's Media Services Group offers a variety of audiovisual equipment from tape recorders to videotape machines. All the equipment is available to OISE staff and students upon presentation of an OISE identification card. To avoid disappointment, it is recommended that at least three days' advance notice be given when reserving equipment. The Media Services staff are always available for individual instruction in the use of any of the equipment. Advice on photographic and video production techniques is also available. For more information on Media Services visit the 4th floor (North) or call ext. 525/526.

COMPUTER SERVICES

A range of computing facilities is available to staff and students to meet their data-processing needs. The Computing Services Group provides program packages and offers consultation on programming and data analysis. Custom programming is available on a charge basis. A reference library and informal courses in computer applications are available. Special facilities include microcomputers, personal computing, and experimental instrumentation services.

The Computing Services Group operates an in-house DECSYSTEM-10 computer. This is used for interactive computing and for research and training in computer applications, development of computer-based instruction, word processing, and statistical data analysis. Typewriter-like and screen terminals are located around the Institute, and the system is available to all Institute students and staff.

An archive of research data files is maintained and can be used for secondary analysis.

A 64K-word Honeywell Series 60 (level 6) minicomputer system, with 22.4 million bytes of disc and a model 43 CPU, was acquired in the spring of 1980 for research and development in computer-based learning. This system, capable of supporting 128 simultaneous users, is used in a network with three other like machines, a Burroughs B6700, and the OISE DECSYSTEM-10. The level 6 system, which is dedicated to computer-based learning application, is used for field-testing OISE-developed CAI (Computer-Assisted Instruction) materials, test-item data banking, teaching BASIC, text processing, authoring CAN-8 programs, an Educator's Automated Authoring System (EAASy), a Graphics Authoring Package (GAP), and videodisc production.

PUBLICATION DIVISION

The Publication Division provides production coordination, editing, design, typesetting, copying, and mailing services to the Institute on a chargeback basis.

It also provides these services to the OISE Press, which publishes a wide range of materials for the education sector. The Press's publications are distributed through Publications Sales, on the second floor.

OISE CAREER SERVICES

OISE Career Services assists members of the OISE community in a variety of ways: consultation about planning academic programs in the context of career goals, overall career/life/work planning, design of résumé or curriculum vitae, preparation for job interviews, clarifying where and how to look for a job, and time management. Career Services also arranges for presentations and speakers on topical issues related to career planning and job searching.

Contact with professional staff is available through workshops on these and other topics, and through individual counselling appointments. All contacts with staff are confidential. Up-to-date postings of full- and part-time positions are maintained on the 5th floor and in the Career Services Office in Room S1103. Career Services is a project of the Office of the Coordinator of Graduate Studies. There is liaison with the University of Toronto Career Counselling and Placement Centre (see below).

THE CAREER COUNSELLING AND PLACEMENT CENTRE

The Career Counselling and Placement Centre of the University of Toronto at 344 Bloor St. W., 4th floor, provides career planning and employment-related services to students, graduates, and alumni on an individual or group basis. Appointments with a career counsellor can be made in person or by telephoning 978-8590. Career planning courses and seminars to assist students in the job-hunt process are offered on a regular basis. Graduate students are nvited to spend time in the Centre's ibrary, which contains general career and specific employer information. Summer, part-time, and permanent employment opportunities are advertised at the Centre regularly.

Another activity of the Centre is the Graduate Dossier Service, designed to assist students who are completing graduate degrees and are seeking academic appointments at colleges and universities. The service responds to requests for credentials by duplicating and assembling the curriculum vitae, academic transcripts, and confidential letters of reference from the dossier kept on file at the Centre.

LIVING ACCOMMODATIONS

Residence accommodation is very limited at the University of Toronto and it is therefore the custom to give preference to undergraduates. Several residences, however, are open to a limited number of graduate students. For the Regular Session the fees for room and board are approximately $2800. Most of the men's and women's residences have donships for which graduate students may apply.

Many more residence spaces are available to graduate students during the summer months. Meal services are discontinued at most residences at the close of the Regular Session in May. However, meals are served through the Summer Session at Hart House and at New College at nominal rates; all students are entitled to be admitted.

Information concerning rooms and apartments in private homes near the University may be obtained from the University Housing Service Office, University of Toronto, 49 St. George St., Toronto, Ontario M5S 1A1. While off-campus housing of this nature is not subject to University regulation, every effort is taken to make information on listed accommodation as complete as possible. Rents vary considerably depending upon the quality of the accommodation and its location.

The following residences are all on or adjacent to the University campus. Applications should be directed to the office indicated in parentheses. An asterisk indicates that places are available in the summer only; a dagger, that places are available in the Regular Session only.

Men

Devonshire House* (Dean of Men)
3 Devonshire Place. 978-2515

Trinity College† (Secretary)
Hoskin Ave. 978-8680

Wycliffe College† (Dean of Residence)
Hoskin Ave. 979-2870

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

New College* (Dean of Men)
21 Classic Ave. 978-2477

Massey College (Bursar)
Devonshire Place. 978-2890

St. Michael's College* (Accounting Office)
50 St. Joseph St. 921-3151

Knox College† (Bursar)
59 St. George St. 978-4502

Women

Loretto College* (Dean of Women)
70 St. Mary St. 925-2833

Massey College (Bursar)
Devonshire Place. 978-2890

New College* (Dean of Women)
40 Willcocks St. 978-8875

St. George Graduate Residence (Secretary)
321 Bloor St. W. 978-4885

St. Joseph's College* (Dean of Women)
90 Wellesley St. W. 924-2121

Whitney Hall* (Dean of Women)
79 St. George St. 978-2530

Married Students' Accommodation; Cooperative Residences

Married Student Apts.
30 & 35 Charles St. W.
(University Housing Service, 49 St. George St.) 978-2542

Campus Co-operative Residence, Inc.
395 Huron St. 979-2161

Tartu (Manager)
310 Bloor St. W. 925-9405

HART HOUSE

All University of Toronto students are members of Hart House. Membership covers a wide variety of activities including concerts, debates, poetry readings, and art exhibitions. Students are welcome to use the many rooms as well as the Farm in the Caledon Hills. Coeducational unstructured recreational athletics take place in the North Wing. Please telephone 978-4732 for information on recreation activities and fitness testing. For locker information telephone 978-4747.

Each aspect of life in Hart House is governed by committees composed of students, who hold the majority of seats, and alumni and faculty. Committee members make all decisions pertaining to their areas of interest and are responsible for carrying out their activities. All students are entitled to stand for election and to vote during Spring elections. Hart House is open from 7:00 a.m. to midnight every day of the year. Food services are available. For further information telephone 978-5361.

HEALTH SERVICES

The University of Toronto Health Service, located at 256 Huron St., provides extensive medical care to all students. Psychiatric consultation is also available to students through the University Health Service, Psychiatric Division, 2 Bancroft Ave.

Students from outside Canada are

advised to apply for the Ontario Health Insurance Plan (OHIP) as soon as they arrive in the province. Application forms are available at the Health Service. The applicant should attach a copy of his/her student visa to the application form.

Students from other Canadian provinces should make sure their own provincial plan will cover them while they are attending university here. If they do not have this coverage, they should apply for OHIP as soon as possible.

DAYCARE

Kidspace Inc. (a non-profit organization) provides daycare facilities to the OISE community: faculty, staff, and students. The children range in age from two and one-half to five years. Full-time rates are $55 per week; part-time rates include mornings with lunch at $35 per week, and afternoons at $30 per week. Subsidy is available for those who qualify. Kidspace is located on the ground floor of the OISE building. Telephone: 923-6641, ext. 263.

INTERNATIONAL STUDENTS

In a typical year, graduate students in education will be registered from more than twenty-five countries. A special effort is made to welcome students from abroad and to meet their special needs. On the one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honor and obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can to students who plan to return to their own countries on completion of their studies.

Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications which the concepts under discussion have for their home situation.

The office to coordinate International Education at OISE, headed by Dr. Donald Musella, promotes and encourages the interest of both staff and students in this area by facilitating projects in international education; by arranging guest speakers, seminars, and colloquia; by maintaining and distributing an up-to-date list of academic resources; and by providing information on bursaries and scholarships available to both international and Canadian students interested in international education. The office is also responsible for facilitating a cooperative relationship between OISE and other agencies and institutions both inside and outside Canada that are interested in this field.

Of special interest is a cross-cultural interchange program between Canadian teachers and students and international graduate students in education at the Institute. International visitors are able to participate directly in Canadian education, by serving as resource persons in the exploration of differences in conditions of life and thought, through cooperative learning in the classroom.

In addition, each year periodic tours of various institutions and activities in education on the Ontario scene are also arranged; students avail themselves of those parts of this program which are of particular interest to them. For international students especially, this can provide a most useful supplement to their formal studies.

Dr. Lynn Davie, in the Office of the Coordinator of Graduate Studies, OISE, serves as special advisor to international students. The University of Toronto International Student Centre, at 33 St. George St., offers services and facilities to international students. Ms. Elizabeth

Paterson is Director and Foreign Student Advisor. Inquiries regarding customs regulations, accommodation, medical and hospital insurance, etc., should be directed to the Centre. Questions of an academic nature should be directed to the Office of the Coordinator of Graduate Studies, OISE.

GRADUATE STUDENTS' ASSOCIATION

All OISE students, both full- and part-time, are members of the Graduate Students' Association. The objects of the Association are as follows:

(a) To promote the welfare and interests of full-time, part-time, and special students at OISE.

(b) To coordinate the governmental activities of students in the various departments and decision-making bodies of the Institute.

(c) To initiate, sponsor, and promote athletic, cultural, and social events of interest to OISE students.

(d) To represent OISE students in matters of their interest: level of student funding, quality of programs, and improved student services.

The Graduate Students' Association Executive is always open to suggestions concerning GSA's program. Feel free to call any time (ext. 728) or drop by the Association's office, Room S1060.

OISE INTERNATIONAL STUDENTS' ASSOCIATION

The International Students' Association (ISA) is an organization comprising both international and Canadian students. The goals and programming promote the academic, social, and personal needs of international students and all other students interested in International Studies in Education. For further information contact Mr. Jang Singh in the Department of Educational Administration, Dr. Lynn Davie in the Office of the Coordinator of Graduate Studies, or Dr. Donald Musella in the Office of International Education.

General Requirements for Degrees

The Ontario Institute for Studies in Education conducts, under the School of Graduate Studies of the University of Toronto, programs leading to the graduate degrees of Master of Education, Master of Arts, Doctor of Education, and Doctor of Philosophy. Members of the academic staff of the Institute, together with some cross-appointees from various divisions of the University, constitute the Department of Educational Theory of the School of Graduate Studies. Students are registered, through this Department, in the School of Graduate Studies of the University of Toronto.

All graduate degree programs are subject to the regulations of the School of Graduate Studies, which are outlined in detail in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations, outlining the general course requirements for the various graduate degree programs as they apply in the Department of Educational Theory. While the general course requirements for each degree program are in this section, it should be noted that individual internal departments within the Department of Educational Theory may have additional requirements. It should also be pointed out that the requirements set forth are minimal; the candidate will be required to undertake whatever additional studies the Department of Educational Theory considers necessary. Further, the Department of Educational Theory cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimal requirements.

A bachelor's degree or other first degree from a university outside of Canada does not necessarily confer eligibility for graduate admission within the Department of Educational Theory at the University of Toronto. The equivalence of foreign degrees is determined by consideration of the total length of program of study (primary through university) as well as the quality and content of postsecondary study and its relevance to the proposed area of graduate study.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Educational Theory, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before gaining admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing for admission as degree candidates may be considered for admission if a department wishes to recommend it. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution.

APPEALS

Should a dispute arise over an admission decision or over an academic or a procedural matter which cannot be resolved through the appropriate persons concerned, the Department Chairperson, the instructor, or the student may make a formal appeal to the Degrees and Appeals Subcommittee of the Department of Educational Theory. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies at the University of Toronto. Subsequently, all but admission cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies. Should the problems still not be resolved, a final appeal may be taken by the student to the Governing Council's Academic Appeals Board of the University of Toronto in accordance with its guidelines and procedures.

COURSES OF INSTRUCTION

Courses of instruction are numbered according to the particular department of the Institute with which they are primarily identified. Most are offered as half-courses, shown by an F following the course number indicating first term, S indicating second term, and H indicating a half-course running all year. Since at the time of publication of this Bulletin the actual term in which a course is to be offered is not usually known, the three letters will therefore appear after almost every half-course. In the case of full courses running all year a Y will be assigned after the course number. An A indicates a full course in first term and B a full course in second term. Summer Session courses will have H for half-courses and Y for full courses after the course number. The first two digits designate the department; e.g., the 17 in 1725F,S,H and the 37 in 3752F,S,H refer to the Department of Educational Planning. Normally the initial digit 1 indicates a master's-level course and 3 a doctoral-level course.

COURSE DEFINITIONS

Two half-courses constitute a full-time program in the Summer Session; six half-courses ordinarily constitute a full-time program in the Regular Session. Each half-course generally meets for one and one-half class hours weekly throughout the entire Regular Session, or for three hours weekly when the course is concentrated in the first or second half of the Regular Session. A full course meets for three class hours each week throughout the entire Regular Session. In the Summer Session, each half-course meets normally for one and one-half hours daily, Mondays through Fridays.

INDIVIDUAL READING AND RESEARCH COURSES

When an individual reading and research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Office of the Coordinator of Graduate Studies. Further, the student is required to have frequent consultation, in person, with the faculty member giving the course. The student therefore must be on campus or at least in close proximity so that frequent meetings, ideally once a week, can occur.

INTERDEPARTMENTAL PROGRAMS IN EDUCATIONAL THEORY

In some cases the degree of specialization or individualization required by students is such that they are willing to give up the advantages of having a home department in order to enter upon a program that is formally interdepartmental. In this case they will belong to two or even three departments within Educational Theory, each of which must approve their admission.

Specially arranged interdepartmental programs in Educational Theory, for individual students at the M.A. and Ph.D. levels, are being developed among certain departments. Generally speaking, the same number of courses would be required as in a regular degree program. Applicants who wish to explore this possibility should write to Dr. Lynn E. Davie, Office of the Coordinator of Graduate Studies, stating the fields of interest that they would like to combine in such a program.

In addition to the general degree requirements on the following pages and the specific requirements of the individual departments of interest, applicants should supply samples of their written work and/or other concrete demonstration of their abilities.

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of men and women who are already engaged in a career related to education. For many candidates it will represent a terminal point of formal graduate study, though some may subsequently proceed to study at the doctoral level after satisfying additional requirements.

ADMISSION REQUIREMENTS

(a) Ordinarily, an undergraduate degree from the University of Toronto, or an equivalent degree, completed with B standing or better in the final year and acceptable to the Department of Educational Theory. Any relevant study beyond the B.A. degree and undertaken at a recognized university must be completed with B standing also. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. Depending on the makeup of the degree, and the student's intended field of specialization at the master's level, some additional study may be required.

(b) A year of professional education for teaching that results in teacher certification, or the equivalent. An applicant who has not had professional education for teaching (but has had relevant experience) may be accepted into a ten half-course program in certain areas of study instead of the normal eight half-course program.

(c) At least one year of successful professional experience in education.

(d) See pages 11 and 12 for documentation required.

PROGRAM OF STUDY

Eight half-courses, selected in accordance with the requirements for one or another of the several M.Ed. programs, as described in the various departmental sections that follow. It should be noted that specialization within the M.Ed. program requires a minimum of four half-courses to be undertaken in the student's OISE department except as otherwise noted in departmental program descriptions. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the eight half-courses.

Each applicant must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While a student may change the field of specialization en route to the degree, such changes may result in a lengthened program.

The M.Ed. program does not include a thesis. Full-time study, though desirable, is not required. The eight half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than one Regular Session and one Summer Session. The ten half-course M.Ed. program, if pursued on a full-time basis, cannot be completed in less than two Summer Sessions and the intervening Regular Session. Fully employed part-time students are permitted to enrol for up to two half-courses in each Regular Session. (See page 12.)

Ordinarily, no courses that were completed more than six calendar years earlier than the date of the degree may be credited toward the degree. If a candidate does not complete requirements for the degree within six calendar years from acceptance to candidacy, the candidacy will lapse.

Applicants who have credit for graduate courses in education at another university beyond that which is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses in their M.Ed. program, provided those courses were not credited toward another degree and were taken within six years of the time of M.Ed. graduation. Similarly, it is possible in the individual case, with the prior approval of the student's faculty advisor and the Office of the Coordinator of Graduate Studies, to plan an M.Ed. program so that the equivalent of up to two half-courses of the required work may be undertaken at another university. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here, namely, one-eighth or one-quarter.

Courses taken at another university and credited to a degree program here will not reduce the fees required.

A candidate who has completed the attendance requirements for the M.Ed. program but has not completed the course requirements within the same university calendar year must re-register and pay any required re-registration fees.

Candidates completing the course requirements during the Summer Session do not convocate until the following spring.

See note on page 38 regarding choice of master's program.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

It is anticipated that most M.Ed. candidates will be enrolled in one or another of the several specialized programs outlined in the pages that follow. The professional interests and needs of some students, however, may not correspond to the purposes and plans of study of any of those programs. Such students may, in effect, be seeking a highly individualized program of planned graduate study in education.

Such persons may apply for admission to candidacy for the M.Ed. for Special Purposes in a particular OISE department. They will be required to name the field in which their interests mainly lie, and will be assigned to an appropriate faculty advisor with whom they will work out a suitable program of eight (or ten) half-courses.

To provide some measure of concentration, if not specialization, three of the eight half-courses ordinarily will be drawn from the home department. But students, with their advisor, will be free to organize a highly individualized program suited to their particular needs and interests. (See "Interdisciplinary Focuses in Graduate Studies," next section.)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than in an M.Ed. program.

ADMISSION REQUIREMENTS

The ordinary requirements for admission to a one-year M.A. program, as outlined under Program of Study which follows, are:

(a) Ordinarily a four-year undergraduate degree in the same area of specialization as proposed at the graduate level, from the University of Toronto, or an equivalent degree, with B standing or better in the final year. Only in the most exceptional circumstances would an applicant be considered for admission with less than B standing. Such applicants must provide very strong evidence of exceptional ability and achievement in the form of at least three relevant letters of reference, publications, reports, documentation of impact in the field, etc. M.A. degree programs in the OISE departments of Applied Psychology (except School Psychology, which is a two-year program after a four-year undergraduate degree in psychology), History and Philosophy of Education, and Sociology in Education are one-year programs after a four-year undergraduate degree in the same area of specialization. M.A. degree programs in Adult Education, Curriculum, Educational Administration, Educational Planning, and Higher Education are generally two-year programs regardless of whether the student holds a three- or a four-year undergraduate degree. In the individual case, however, an applicant with a highly relevant four-year undergraduate degree may be considered for some reduction in program requirements.

In the departments of Measurement, Evaluation, and Computer Applications and Special Education those with certain four-year undergraduate backgrounds such as Computer Science or Psychology may be considered for one-year programs.

(b) See pages 10 and 11 for documentation required.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education are highly appropriate and desirable qualifications for admission. In their absence, some additional course work in Educational Theory, or other orientation to professional education, may be required.

Applicants with qualifications as above, except that their undergraduate degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent, and at least one year of successful professional experience in education, the program would ordinarily consist of one and two-thirds years of study.

PROGRAM OF STUDY

Each student must declare the intended field of specialization at the time of application. Upon admission the student will be assigned to a faculty advisor for that particular field, who will assist in blocking out an appropriate program of study. While in some fields of specialization additional requirements have been established, the general requirements for the M.A. in the Department of Educational Theory are as follows:

(a) At least six half-courses, selected in accordance with requirements in the particular field of specialization. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as two of the six half-courses.

Students admitted to an extended M.A. program on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching, and successful professional experience, will ordinarily be required to complete at least ten half-courses. Such a program, pursued on a full-time basis, would be spread over two summers and the intervening academic year.

Students enrolled in two-year M.A. programs on the basis of either a three-year or a four-year undergraduate degree that does not embrace the specialization proposed at the graduate level are required to complete twelve half-courses.

(b) A thesis. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1980–81* regarding thesis procedures.

(c) One academic year of full-time resident study is still required in most departments. However, in some departments it is possible to pursue an M.A. program entirely on a part-time basis, and in other departments part-time M.A. programs are currently under consideration. Please contact the department of specialization for the most up-to-date information on this matter. Should a department retain the one-year residence requirement, it may be possible for some of the courses to be undertaken on a part-time basis, but the requirement of a year of full-time study must be fulfilled at some point within the time limit of the degree.

All requirements for the one-year M.A. degree must be completed satisfactorily within five years of the date of first enrolment in the degree program. All requirements for the extended M.A. degree program must be completed satisfactorily within five years from the date of enrolment in the first of the last six half-courses in the M.A. program.

Applicants who have credit for graduate courses at another university, beyond what is required for admission to a one-year M.A. program, may be granted credit for up to two half-courses in their M.A. program, provided those graduate courses were not credited toward another degree. Such courses must constitute at least the same proportion of the master's program at that university as one or two half-courses do here. Course credit, if granted, will not reduce the fees.

Note: Since there are two master's programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; M.A. candidacy and M.Ed. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two master's degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

DOCTOR OF EDUCATION

The Doctor of Education degree program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. For information on the availability of programs in various areas of specialization, see the departmental sections of this Bulletin.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.Ed. or M.A. in Educational Theory, or equivalent, with high standing, in the field of specialization proposed at the doctoral level.

(b) Promising scores on the Miller Analogies Test or the Graduate Record Examinations, or both (depending upon individual departmental requirements).

(c) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

(d) A personal interview whenever possible. As the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

(e) Ordinarily, one year of professional preparation for education.

(f) Successful professional experience in education.

(g) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required please consult the OISE *Graduate Studies Handbook for Students and Faculty 1980–81* regarding guidelines.

(h) Any additional requirements as may be deemed appropriate for admission to particular specializations within the Ed.D. program. Such requirements are outlined in the departmental sections of this Bulletin.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ed.D. in the Department of Educational Theory are as follows:

(a) A minimum of two consecutive terms of full-time study undertaken in a session of the regular academic year (i.e., the Fall term – September through December – followed by the Spring term – January through April – in the same session, or the Spring term in one session followed by the Fall term in the next session).

(b) Eight half-courses beyond any prerequisite study required by the individual department of specialization. Such prerequisite study can *only* be taken as a Special Student in the Department of Educational Theory. Graduate courses taken under other auspices *before* Ed.D. candidacy cannot be credited toward the Ed.D. program. Typically, the Regular Session course load would not be more than four half-courses, to permit the candidate to develop a thesis proposal in residence. The remaining courses may be undertaken on a part-time basis. In some specializations it should be noted that the typical pattern of study involves enrolment on a part-time basis for the first two to four half-courses.

(c) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. The thesis must conform to the tenets of scholarly writing in a rigorous style of presentation. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1980–81* regarding thesis procedures.

(d) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(e) All requirements for the Ed.D. must be completed within six calendar years of first enrolment as an Ed.D. candidate.

See note on pages 41-42 regarding choice of doctoral program.

DOCTOR OF PHILOSOPHY

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education, as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the School of Graduate Studies. What follows is an expansion of those regulations as they apply in the Department of Educational Theory.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the departmental sections of this Bulletin.

The Ph.D. requires a minimum of three years of study. Credit for the first year may be given for the University of Toronto M.A. or equivalent, with high standing, in the same area of specialization as proposed at the doctoral level. Ordinarily, a student with Ph.D. candidacy in mind will first undertake an M.A. in the same field of specialization.

ADMISSION REQUIREMENTS

(a) The University of Toronto M.A. in Educational Theory or equivalent, with high standing, for admission to the second year of the Ph.D. program in the same area of specialization.

If a candidate's acceptance into the second year of a three-year Ph.D. program is contingent upon the completion of an M.A. degree, this condition must be satisfied by mid-October. Under exceptional circumstances, and only by prior agreement at the time of the candidate's acceptance to a degree program, a candidate may be permitted to complete a University of Toronto M.A. later than mid-October, but not later than mid-January. In such an event, the candidate must hold dual registration for the M.A. and Ph.D. degrees. (See the section on fees, pages 20 to 24.) Under no circumstances will a candidate be permitted to hold dual registration beyond the middle of January.

(b) Further evidence of scholarly proficiency satisfactory to the Department of Educational Theory and to the admission committee in the particular field of specialization. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in a position to judge the applicant's scholarly and professional potential.

(c) A holder of the University of Toronto M.Ed., with high standing, may be admitted to Ph.D. candidacy, following a period of predoctoral study under the direction of an advisor in the intended field of specialization. The nature and duration of such predoctoral study will vary according to the background and experience of the individual student; however, it must be equivalent in depth and breadth to that which the student would have completed had an M.A. program been undertaken in the same field. Normally, this predoctoral study will include such course work and research training as may be required to lead to the completion of an independent research project acceptable to the Department of Educational Theory. This research project is known as the Qualifying Research Paper (QRP) and must be completed before doctoral admission. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1980–81* regarding Qualifying Research Paper guide-

lines. It is possible for such predoctoral study to be completed through summer and other part-time study. In cases where the additional study requirements consist of only one or two half-courses, those can sometimes be added to the doctoral program.

(d) See pages 10 and 11 for documentation required.

PROGRAM OF STUDY

Each applicant must declare the field of specialization at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in blocking out an appropriate program of study. While additional requirements have been established in some fields of specialization, the general requirements for the Ph.D. in the Department of Educational Theory are as follows:

(a) Two academic years of full-time resident study beyond an appropriate University of Toronto M.A. in Educational Theory or equivalent, to be undertaken at the beginning of the program. It is the firm expectation that these two academic years of full-time resident study will be undertaken consecutively. A request to interrupt the two years of consecutive study would have to be made in writing, outlining the reasons for such a request, to the Office of the Coordinator of Graduate Studies, OISE. It should be noted that if such a request is granted, the length of degree candidacy would not be increased. An inactive fee of $235 for each year of interruption will be charged. Reinstatement cannot take place until this payment has been made. Such interruption is granted only under exceptional circumstances and for one year at a time.

(b) A major subject (normally four half-courses or equivalent) in the student's field of specialization.

(c) Two minor subjects (normally two half-courses each, or equivalent), one of which may be taken in another graduate department of the University of Toronto.

(d) A thesis embodying the results of original investigation conducted by the student under the direction of a thesis committee of the Department of Educational Theory. The thesis must constitute a significant contribution to the knowledge of the field of study. Students must declare the field of research for their thesis for approval of the Department of Educational Theory as early as possible in the first year of study beyond the M.A. The precise title must be submitted at the beginning of October of the final year of required residence to the Office of the Coordinator of Graduate Studies, OISE, which in turn submits it to the School of Graduate Studies by October 6. If this action has not been taken by the required date, that academic year cannot be counted for residence credit. Please consult the OISE *Graduate Studies Handbook for Students and Faculty 1980–81* regarding thesis procedures.

(e) A University of Toronto final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

(f) Where necessary, the thesis committee may require a language skill for the purpose of research in a particular area, or the knowledge of statistics and the use of computers may be required. There may or may not be formal testing of these skills; in any event, the quality of the completed thesis will reflect the successful acquisition of them.

(g) All requirements for the Ph.D. must be completed within six calendar years of first enrolment as a Ph.D. candidate, or seven years when advanced standing has not been granted for the M.A. or equivalent.

Note: Since there are two doctoral programs, each with its distinct design and orientation, it is important for the applicant to give serious consideration to the choice of degree; Ph.D. candidacy and Ed.D. candidacy are not interchangeable. Only in the most exceptional circumstances will a request for transfer between the two doctoral degree programs be considered. Such a request would have to be made to the Office of the Coordinator of Graduate Studies early in the student's degree candidacy and have the support of the student's home department.

SPECIAL STUDENTS

Special students ordinarily must have B standing or the equivalent in the final year of their undergraduate degree and may be admitted for the following purposes:

(a) for academic content purposes, etc.,

(b) for predoctoral study if the master's degree was completed with B+ standing or better and the application has been assessed by the department,

(c) for credit toward outside professional certificates,

(d) for credit purposes at another university.

At the time of application the forms should be accompanied by a statement indicating the reasons why Special Student status is requested. Documentation submitted to the Office of the Coordinator of Graduate Studies cannot be returned to the applicant.

Special Students cannot receive degree credit for courses taken under Special Student registration.

DEFINITION OF FULL-TIME RESIDENCE

Credit for academic residence requirements can be given only to full-time students who live close enough to the University of Toronto to participate fully in the university activities. In all graduate programs in which full-time study is being undertaken, residence is understood to limit employment so that the total time involved does not exceed a maximum of ten hours a week. Residence requirements can be fulfilled only through two consecutive terms of the regular academic session. Summer Session cannot count for residence credit.

Note: Where full-time study is required for a degree program, such study ordinarily commences in September. While it is possible to begin full-time study in January, certain conditions must obtain. The OISE department in which the program is being undertaken must be in a position to offer that program commencing in January. For example, if a certain course is required at the beginning of the program, the department must have scheduled such a course to commence in January. It would not be possible to commence a program in January if a required course commenced only in September. Further, the applicant must have completed all requirements for admission to the program by the commencement date of courses for the second half-year of the Regular Session (see Academic Calendar, page 1).

GENERAL NOTES

Note that graduate degrees in education at OISE do not carry with them certification for teaching in Ontario.

Since this Bulletin is published several months prior to commencement of the academic year, the exact scheduling of courses cannot be determined. Accordingly, it is important to recognize the deadlines for application, at which time an OISE schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice. Continuing students must realize that they have to apply for admission to individual courses in both the Regular Session and the Summer Session.

The courses of instruction offered through the various OISE departments are described on the following pages. Faculty members listed are as of January 1, 1981.

All students should consult the appropriate schedule of courses, since some departments cannot at time of publication indicate the session in which the course is offered, and others may be forced because of scheduling difficulties to make changes.

Interdisciplinary Focuses in Graduate Studies

The term "focus" has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental (or interdepartmental) program, and must be receiving basic training in an educational discipline (or disciplines). Further, students must fulfil the program requirements of the department(s) in which they are enrolled. However, it seems that having an interdisciplinary focus may greatly enhance a student's studies at OISE. It should also be pointed out that enrolment in the *M.Ed. for Special Purposes* (see page 36) enables students enrolled in a particular department to participate rather extensively in an interdisciplinary focus.

A number of specific points must be made with respect to the list of focuses that follows.

1. In cases where courses are mentioned, not all of these courses will necessarily be offered in any given year, although it is anticipated that most will. Students should obtain information concerning actual offerings as early as possible and adjust their programs accordingly.

2. Involvement in a focus does not guarantee access to all courses associated with that focus. The instructor offering a course may have special admission requirements for the course; and, obviously, the course may become filled well before term begins. It is important, then, to apply early and, as necessary, have early discussions with the instructor of a course.

3. In cases where the name of a faculty member or "focus advisor" is mentioned in a particular department, this person will not necessarily be the faculty advisor or thesis supervisor of students in that department interested in the focus. There may be other considerations that will lead a particular student to choose someone else as faculty advisor or supervisor.

4. It will be apparent that some departments are much more involved in a particular focus area than others. Normally, however, it will be possible for students in other departments to participate in the focus, especially if their enrolment in their home department is in the M.Ed. for Special Purposes.

5. In some cases the focus mentioned is on a rather small scale and only a few faculty and courses are involved. This, however, is in keeping with the fact that a focus is simply an emphasis within the Graduate Studies offerings and does not constitute a program. Also it should be remembered that formal courses may be supplemented where appropriate with individual reading and research courses.

6. In some cases relevant faculty and course offerings at other universities, and notably elsewhere within the University of Toronto, are mentioned. However, there has been no systematic attempt to list all the relevant faculty and courses available at other universities. Students are encouraged to explore such additional possibilities.

7. It should be understood that listing a focus in this section does not necessarily imply that there is extensive interdepartmental activity in the area in question. The purpose of these listings is to indicate to students interdisciplinary opportunities of which they can avail themselves, whatever the current state of interdepartmental activity.

8. Finally, it is not claimed that this

listing of focuses is complete, either in terms of coverage of focuses in the Institute or in terms of the faculty and course offerings relevant to a particular focus. For example, new focuses may emerge, new faculty may be added, and new courses may be developed after the Bulletin has gone to press. Students are encouraged to conduct their own inquiry into focus possibilities in the Institute appropriate to their interests and study objectives. Further, they should feel free to take an active role in identifying and developing focuses at the Institute.

9. In the listings it is not indicated whether the courses mentioned are half-courses or full courses or the term in which they are offered. It will be necessary to check with the course schedule or the department concerned.

APPLIED COGNITIVE SCIENCE

Cognitive science is an interdisciplinary field drawing on cognitive psychology, computer science (largely artificial intelligence), and to some extent linguistics. Cognitive scientists agree that the metaphor of man as an "information processing system" can advance the understanding of human thought and behavior. The primary impetus for a cognitive science treatment of any problem is the realization that it is possible to specify a set of rules which underlie any intelligent performance. This specification of rules, well known in the fields of computer science and linguistics, has been found to be a powerful means of analysing any psychological performance.

Applied cognitive science, at OISE, means cognitive science applied primarily to instruction – also perhaps to testing, diagnosis, remediation, and counselling. Put simply, applied cognitive science is an attempt to exploit knowledge of information-processing systems and of human cognitive functioning in the design of instructional methods and materials. Applied cognitive science is concerned not with such general problems as problem-solving, speaking, and so on, but rather with such school-related problems as the structure of basic skills underlying oral and written language and numeracy as well as the cognitive processes underlying thinking and learning in such content or subject-matter areas as science, social studies, and the like.

Faculty in four departments are associated with this focus: Carl Bereiter, Robbie Case, David Olson, Sandra Palef (Applied Psychology), Floyd Robinson (Curriculum), William Olivier (MECA), Peter Lindsay (Special Education). Instructional materials production is coordinated through the Learning Materials Development and Implementation Centre (David Brison, Head). Specializations of focus members include: models of linguistic and cognitive processes (Olson, Case); simulation models of cognition and thought (Lindsay); school-related skills programs (Bereiter, Robinson); computer-assisted instruction (Olivier). Any of the focus members will assist students in developing a graduate program.

CANADIAN STUDIES IN EDUCATION

Most instructors make extensive use of Canadian materials or deal with Canadian issues and problems in illustrating the particular subject matter of their courses. Students who are primarily interested in focussing on Canadian Studies in Education may wish to choose among the following courses: 1403, 1404, and 3403, History of Education in Canada; 1417, Politics in the History of Canadian Education; 1424, Religion, Ideology, and Social Movements in the History of North American Education; 1425, Canadian Working-Class History and Its Relation to the Schools; 1443, Values Education

Practicum; 1449, The Theory of Law and the Teaching of Law in the Schools; 1464, Canada and Underdevelopment; 3424, Ontario Education; 3426 and 3427, The Canadian Political Culture and the Process of Political Socialization; 1100, Outline of Adult Education; 1119, The Social and Institutional Context of Adult Counselling; 3101, Major Programs and Issues in Adult Education; 1659, Evaluation of Current Issues in Ontario Education; 1801 and 1802, The Development of Higher Education in Canada; 1805, The Community College.

In addition, a number of courses deal with education in relation to specific groups in Canada: 1426 (Women); 1427 (Native People); 1428 and 1212 (Immigrants); and 1380, 3380, 1903, and 3428 (Minorities including Native Indians).

The following faculty have a major interest in Canadian Studies in Education: Willard Brehaut, History and Philosophy of Education; James Draper, Adult Education; John Eisenberg, History and Philosophy of Education; Dormer Ellis and Roby Kidd, Adult Education; Robert Laxer, Applied Psychology and Adult Education; Garnet McDiarmid, Curriculum; Betty Macleod, Educational Planning; Alison Prentice, History and Philosophy of Education; Howard Russell, Curriculum and Measurement, Evaluation, and Computer Applications; Alan Thomas, Adult Education; Harold Troper, History and Philosophy of Education; and Aaron Wolfgang, Applied Psychology. Students with an interest in the Franco-Ontarian area should also refer to the faculty listed under Franco-Ontarian Studies.

COMMUNITY COLLEGE

A variety of OISE departments offer courses which could be combined in a program focussed on the Community College. Depending on the student's interest, a program could include courses from Adult Education; Curriculum; Educational Administration; Educational Planning; the Higher Education Group; Measurement, Evaluation, and Computer Applications (MECA); or Sociology in Education.

The following faculty may be contacted for advice concerning a focus on the Community College: Charles Pascal, Higher Education Group; Alan Thomas, Adult Education; Richard Townsend, Educational Administration; William Olivier, Measurement, Evaluation, and Computer Applications; Lynn Davie, Adult Education.

Examples of courses which might be of interest are: 1100, Outline of Adult Education; 3101, Major Programs and Issues in Adult Education; 3125, Continuing Education of Professional Personnel: Principles, Modes, and Problems; 1032, Administration of Community Colleges; 3018, The Politics of Education; 1712, Manpower Aspects of Educational Planning; 1805, The Community College; 1809, Administration of Colleges and Universities; 1814, Curriculum in Institutions of Higher Education; 1815, Teaching in Institutions of Higher Education; 1816, Conceptions of Learning in Higher Education; 1817, Research Methods in Higher Education; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions; 1505, Instructional Programming; 3902, Educational Systems and Social Change.

COMPARATIVE, INTERNATIONAL, AND DEVELOPMENT EDUCATION

Although OISE has no formal program or department of comparative and international education, a number of courses with a comparative or international focus are offered in several departments, and it is possible for some students to plan, in consultation with their advisors, programs that embrace their interests in this specialization.

An integrated set of courses in comparative, international, and development studies in education is being developed jointly by interested faculty members and the OISE International Students' Association. The following faculty members have been involved in developing courses in this area, and would be available for consultation: Donald Brundage, James Draper, and Roby Kidd, Adult Education; Garnet McDiarmid, Curriculum; Joseph Farrell, Educational Planning; Madan Handa, Educational Planning and Sociology in Education; Betty Macleod and David Wilson, Educational Planning; Willard Brehaut, History and Philosophy of Education; John Mallea, History and Philosophy of Education and Sociology in Education; and David Livingstone, Sociology in Education. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a listing of currently available courses with a comparative or international focus, may write to Dr. Donald Musella, Office of International Education, Director's Office. In addition, informal information may be obtained through the International Students' Association.

EARLY CHILDHOOD EDUCATION

As with other focuses, students from many OISE departments may develop an emphasis in early childhood education. However, three departments, namely, Applied Psychology, Curriculum, and Special Education, pay particular attention to this area and encourage students to facilitate their studies in early childhood education by enrolling in the *M.Ed. for Special Purposes*. Applied Psychology and Curriculum make special mention of this focus in their respective sections of this Bulletin.

Focus advisors for the above three departments are Peter Gamlin and Otto Weininger, Applied Psychology; Ellen Regan, Curriculum; and Malcolm Garber and Dorothy Shipe, Special Education.

EDUCATION AND THE CREATIVE ARTS THERAPIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in education and the creative arts therapies. (It should be noted, however, that the study of the creative arts as they are used in the general curriculum of schools is available through the school programs focus of the Department of Curriculum.)

This focus is intended for understanding the creative arts in the general education of all students and as therapeutic tools in diverse educational contexts: for example,

1. for "normal" students and adults, as aids to healthy personality development;
2. for slow learners including those with varying degrees of retardation and/or malfunction in normal school situations, as helping therapies;
3. for physically handicapped students in "special" settings;
4. for those involved in the processes of psychotherapy;
5. for any educator, as aids in the reflexive consideration of the individual's own life and of the social order of the school.

The purpose of this focus is to provide some academic and practical experience for teachers in schools and leaders in a variety of fields. It is intended to provide a clearer understanding of the foundation of creative arts therapies, and to make students aware of the readings, research literature, and philosophy of methodology, and of the place of the creative arts therapies in the general curriculum. It is expected, therefore, that students interested in this focus will be teachers in schools where "special students" are in classrooms with regular students; teachers in schools for "special students"; those with a general interest in the creative arts for normal personality development; counsellors; those who will work in an adjunct capacity to psychotherapists; teachers of adult education and leaders in recreation who will be concerned with human growth and potential and with clients such as the aged or the deprived.

Although faculty members teaching courses within this focus have disparate approaches to the creative arts therapies, they all view these activities as educational tools which assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the relation of creative behavior and learning. An integrated set of courses is being developed by interested faculty members, and the following would be available for consultation: Richard Courtney, Curriculum; Roger Simon, Educational Administration; and Otto Weininger, Applied Psychology. Students wishing additional information regarding opportunities for graduate study in OISE in this area, including a list of relevant currently available courses, may write to the Coordinator of Graduate Studies.

EDUCATIONAL POLICY STUDIES

There are a number of courses offered in the various departments of the Institute which may be combined by students wanting to develop a focus in educational policy studies. Two general themes characterize educational policy studies. One is concerned with the methodology of educational policy analysis, ranging from quantitative methods to qualitative analysis, such as case studies. The second approach is focussed on the larger-scale relationship between education and other social and economic institutions with particular concern about how these are changing over time.

The following represent some of the faculty and courses available to students wanting to develop a focus in the area of educational policy studies: 1385, Curriculum Design and the Arts of the Practical, L. Berk; 1398, Practicum in Curriculum I; 1001, The School as a Social Invention, T. B. Greenfield and R. I. Simon; 1025, Schools and Their Effects on Achievement, M. Holmes; 1803, Recurrent Issues in Postsecondary Education, C. Pascal; 1848, Issues and Innovations in Graduate Education; 1714, Theory and Principles of Economic Planning Applied to Education, M. L. Handa; 3704, Management Models for Educational Institutions, G. S. Tracz; 1990, Applied Sociology in Education, G. West; 3902, Educational Systems and Social Change, E. B. Harvey; and 3911, Planned Educational Change: Intervention Theories and Methodologies, M. Fullan. This focus is also related to intra-departmental focuses of the Department of Educational Planning and the Department of Sociology in Education.

EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with how knowing and knowledge are organized in contemporary society and how that organization is best studied. A variety of approaches are drawn on, including phenomenology, interpretive sociology, hermeneutics, ethnomethodology, Marxism, and critical theory.

The following courses furnish the basis for students to develop their own topics and research in the area: 3226, 1436, 3447, 1928, 1930, 1937, 3928, 1001 (see course descriptions in this Bulletin). As well, informal and formal colloquia are organized throughout the year to further the work of this focus.

The following faculty are engaged in research and reflection on topics in this area and are available for assistance in organizing individual programs of study: James Heap, Sociology in Education; Dieter Misgeld, History and Philosophy of Education; Ronald Silvers, Sociology in Education; Roger Simon, Educational Administration; Dorothy Smith, Sociology in Education; and Edmund Sullivan, Applied Psychology and History and Philosophy of Education.

FAMILY STUDIES IN EDUCATION

Staff involved in this area include: Donald Brundage, Adult Education; Margrit Eichler, Sociology in Education; David Levine, History and Philosophy of Education; Mary O'Brien, Sociology in Education; and Alison Prentice, History and Philosophy of Education.

Courses of relevance to students interested in this focus include: 1109, Parental Education for Family Living, D. H. Brundage; 1418, The Role of Education in Theories of Women's Emancipation, R. R. Pierson; 1421, The History of Women and Education: I, A. Prentice; 1422, Education and Family Life in the Modern World: I, D. Levine; 1423, Education and Family Life in Nineteenth-Century Canada, D. Levine; 1426, The History of Women and Education in Canada, A. Prentice; 3423, Education and Family Life in the Modern World: II, D. Levine; 1907, Changes in Families and Policy Consequences for Government and Education, M. Eichler; 1972, Education and the Sociology of Women and Gender Relations, M. O'Brien.

It should be noted that this focus in family studies and education is not at present concerned with some of the issues that arise in connection with "family studies education." Students who have a professional interest in family studies education in the schools and would like to do work specifically in this area should contact staff in the departments or the Coordinator of Graduate Studies in case a course in this area can be developed.

INSTRUCTIONAL/ EDUCATIONAL TECHNOLOGY

Students and faculty involved with this focus engage in the study and practice of systematic instruction, utilizing as fully as desirable aids such as film, television, and computers. The emphasis is on learning tasks where there are clear objectives and the need to individualize instruction, though group instruction is still an important part. Faculty from Applied Psychology, Adult Education, Higher Education, Curriculum, and Measurement, Evaluation, and Computer Applications work in this focus spanning the age range from early childhood to adult, from schooling to university to continuing education.

Emphasis is on instructional design and evaluation, taking account of what is known about human learning and development along with the artistic exploitation of the various media. Opportunities are available for practicum experiences in photography, graphics, film and television production, and computer-assisted instruction, but students should not expect to become specialists in the technical aspects of media and computers. The high standard of production needed to realize educational objectives requires the involvement of experts in these areas. Depending upon their prior experience and choice of practicum studies, students may work toward careers in educational television production, industrial training, and management as well as teaching and research.

Relevant courses would include: 1501, Computer-Guided Instruction, W. P. Olivier; 3606, Production and Evaluation of Educational Media, L. D. McLean and M. Orme; 1123, Seminar: Educational Applications of the Psychology of Communication, D. S. Abbey; 1818, Educational Development: Strategies for Enhancement of the Educational Process in Postsecondary Institutions; 3220, Analysis of Learning Tasks, C. Bereiter; 3222, Analysis of Teaching Strategies, M. Orme; 1305, Techniques for Improving Instruction, B. Fillion and B. Kilbourn; and 1340, Audiovisual Communication in Teaching and Learning.

Interested students should contact the focus advisor in their department or W. P. Olivier in MECA. Studies in this focus can be realized by enrolling in an *M.Ed. for Special Purposes* or in M.A. or Ph.D. degree programs with courses taken from one or more of the participating departments.

INTERPRETIVE AND EXISTENTIAL INQUIRIES IN HUMAN STUDIES IN EDUCATION

Various theoretical and practical issues in education may be considered within this focus group. However, the fundamental consideration is that the forms of knowledge addressed and in which action is embedded are those which place social scientists as persons proximate to the persons they study and which give precedence to the reality lived by those who are studied. Members within this focus group begin and sustain their work by giving authority to those being studied and by locating knowledge and truth in the intersubjective. Therefore, this form of inquiry requires going beyond description and seeks to recover analytically the social meanings behind experience and existence. The commitment behind the issues studied is multidisciplinary and, as represented by the different members of the focus group, draws from existentialism, Marxism, phenomenology, and philosophical anthropology.

Faculty participating in this focus group include: David Abbey, William Barnard, Lynn Davie, and Ann Fales, Adult Education; Vivian Darroch and John Weiser, Applied Psychology; Roger Simon, Educational Administration; Dieter Misgeld, History and Philosophy of Education; Ronald Silvers and Dorothy Smith, Sociology in Education.

For courses which address the thought within this focus, consult with the faculty listed above.

MORAL/VALUES EDUCATION

Staff involved in the field of moral/values education who are members of graduate faculty include: Clive Beck, Dwight Boyd, and John Eisenberg, History and Philosophy of Education; Jack Quarter, Applied Psychology; Edmund Sullivan, Applied Psychology and History and Philosophy of Education. Susan Pagliuso (Research Officer, MECA) has had considerable experience in this area particularly in Kohlberg theory and evaluation procedures. In addition, many members of the OISE Field Development staff have considerable interest and experience in moral education and may be available for instruction, supervision, or practicum assistance. These include: Hervé Boudreault (Ottawa); John Davis (Kitchener–Waterloo); Peter Evans (Sudbury); Mark Holmes (Coordinator of Field Development); Jack Miller (Thunder Bay); Floyd Robinson (North Bay); and John Ross (Peterborough). Further, several members of the staff of the Faculty of Education, University of Toronto, are active in the area of moral/values education.

Courses of relevance to students interested in this focus include: 1209, Seminar: Social Psychology and Education, J. Quarter; 1230, Practicum in Value Education; 3211, Seminar in Social Psychology in Education, J. Quarter; 1441, Moral Education, D. Boyd; 1443, Values Education Practicum, J. A. Eisenberg; and 3441 and 3443, Research Seminar in Moral Education: Part I and II, D. Boyd.

MULTICULTURAL EDUCATION

This focus recognizes the importance of multicultural and multiracial populations that make up Ontario and Canada as a whole. Courses provide students with both seminar instruction and practical learning experiences in multicultural education.

Courses now offered include: 1212, Psychological Aspects of Counselling and Teaching New Canadians, A. Wolfgang; 1317, Theory of Second-Language Teaching, H. H. Stern; 1336, Second-Language Learning, M. Swain; 1337, Bilingual Education and Bilingualism, M. Swain; 1380, Minority Groups and Cultural Determinants of the Curriculum: A Colloquium, G. L. McDiarmid; 3380, Research Seminar in the Education of Minority Group Children and Youth, G. L. McDiarmid; 3717, Educational Policy Analysis I: Migration, Racial Issues, and Problems for Educational Policy, J. W. Holland and B. B. Macleod; 1412, Education and Cultural Controversy, J. R. Mallea; 1427, The Native People: Education and Socialization in Historical Context; 1428, Immigrant and Ethnic Concerns in the History of Canadian Education, H. Troper; 3428, Minority Concerns and Education in Canadian History: Selected Topics, H. Troper; 1903, Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education, J. R. Mallea. Courses are also being developed by S. B. K. Henderson, Applied Psychology, and in Sociology in Education, on policies, practices, and research related to immigrant and ethnic education. Keith McLeod (FEUT) may also be available for informal student assistance.

As with other focuses, students from any OISE department may develop an emphasis in the area of multicultural education. Particular interests may be pursued through individual reading and research courses at OISE, in addition to the courses listed above, and through courses offered in other University of Toronto Graduate Departments, notably Sociology (R. Breton), History (R. G. Harney), and Linguistics (W. J. Samarin). Faculty involved in this focus wish to point out that multicultural education may be approached from the point of view of a variety of disciplines, e.g., sociology, psychology, history, criminology, linguistics, anthropology.

RELIGIOUS EDUCATION

Staff involved in religious education or closely related areas who are members of graduate faculty include: Clive Beck, History and Philosophy of Education; Donald Brundage, Adult Education; and Edmund Sullivan, Applied Psychology and History and Philosophy of Education. In addition, Professor Henry Simmons of St. Michael's College and the Toronto School of Theology is engaged in research, teaching, and supervision in this field, with emphasis on psychological aspects of religious development, and would be of considerable help to students.

Courses of relevance to students interested in this focus include: 1480, Religious Education, C. Beck; and 3480, Religious Dimensions and Social Ethics, E. V. Sullivan. A special topics course in religious education is offered from time to time in the Department of Adult Education. Students involved in this focus may also wish to take courses at the Graduate Centre for Religious Studies, University of Toronto.

WOMEN'S STUDIES AND EDUCATION

A series of courses and projects within various departments in the Institute may be developed into a focus for students interested in women's studies, gender relations, and sex differences and similarities. Some of the faculty involved are: Dwight Boyd, History and Philosophy of Education; Paula Caplan, Applied Psychology; Margrit Eichler, Sociology in Education; Mary Guttman, Applied Psychology; Mary O'Brien, Sociology in Education; Ruth Pierson, History and Philosophy of Education; Alison Prentice, History and Philosophy of Education; Carol Reich, Special Education; Dorothy Smith, Sociology in Education; and Jeri Wine, Applied Psychology. The following courses, for example, might form a core for such an interdisciplinary focus: 1418, The Role of Education in Theories of Women's Emancipation; 1421, The History of Women and Education: I; 1422, Education and Family Life in the Modern World: I; 1426, The History of Women and Education in Canada; 1439, Gender and Education: Philosophical Issues; 1972, Education and the Sociology of Women and Gender Relations; 1973, Women's Studies and the Educational System: Strategies for Change; and 3974, Education and Gender Role in Traditional Social Thought.

Other courses which do not deal directly with women but which are pertinent to the problem area are also available. They are best selected in consultation with one of the abovementioned faculty. See also the Women's Studies focus description within the Sociology in Education section of this Bulletin.

The following projects housed at the Institute are also potential resources as well as sources of assistantships for students interested in this area: Women's Research and Resource Centre; The Wollstonecraft Research Group; The Women in Canadian History Project (Department of History and Philosophy of Education); *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*); and GROW – Group for Research on Women (an OISE interdepartmental research group).

Adult Education

DONALD H. BRUNDAGE, *Ed.D. (Columbia)*
Associate Professor, and Chairperson of the Department
(education for family living; research and development related to the family; and adult learning)

Graduate Studies Academic Secretary:
DAVID S. ABBEY, *Ph.D. (Toronto)*
Professor
(evaluation; communication; counselling supervision)

WILLIAM E. ALEXANDER, *Ph.D. (Syracuse)*
Associate Professor
(governance of educational institutions; organizational decision-making structures; social accounting; evaluation)

WILLIAM L. BARNARD, *Ed.D. (Boston)*
Assistant Professor, and Coordinator, Specialization in Developing Human Resources (DHR)
(issues concerning human dialogue: interpersonal relations, personal growth, humanistic education, psychotherapy, experiential learning, consultation, organization development, community development, heuristic research)

LYNN E. DAVIE, *Ph.D. (Wisconsin)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE
(adult learning; research design; computer applications in adult educational research; small-group dynamics)

JAMES A. DRAPER, *Ph.D. (Wisconsin)*
Associate Professor
(educational component of economic development; comparative studies; adult basic education; social responsibilities of postsecondary institutions; community education)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(empirical research including longitudinal studies of professional groups; projects concerning linguistic minorities and women; statistical analysis)

ANN W. FALES, *Ph.D. (Chicago)*
Assistant Professor
(adult development and aging; women's studies; self-directed learning)

VIRGINIA R. GRIFFIN, *Ph.D. (Chicago)*
Associate Professor
(learning processes in adult learning groups; practice of facilitating learning; transformations in learning perspectives)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed from Educational Planning

J. ROBY KIDD, *Ed.D. (Columbia), LL.D. (British Columbia), LL.D. (Concordia), LL.D. (Laurentian), LL.D. (McGill), LL.D. (Trent)*
Professor
(comparative studies; learning theory and practice; education and development)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed from Applied Psychology

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed from Special Education

Admission inquiries should be directed to Diana J. Ironside.

ALAN M. THOMAS, *Ph.D. (Columbia)*
Professor
(investigation of historical models of adult and extension education; development of models for national systems of continuing education; participation in adult learning and political economic issues related to adult education)

ALLEN M. TOUGH, *Ph.D. (Chicago)*
Associate Professor
(intentional changes; learning projects; potential futures; human goals)

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

REG HERMAN, *M.Ed. (Toronto)*
Project Director in Adult Education

DIANA J. IRONSIDE, *M.A. (Syracuse)*
Project Director in Adult Education

HARVEY A. SILVER, *Ph.D. (State University of New York at Buffalo)*
Counselling and organizational psychologist and management consultant

PROGRAMS OF SPECIALIZATION

Programs of specialized study in Adult Education are available at the master's and doctoral levels. They are designed to further the competence of men and women whose professional interests include teaching, planning, counselling, administration, or research in programs of education or training for adults. They also provide a theoretical context for understanding adult learning and change.

Each student's program of specialized study is worked out with the advisor on an individual basis in keeping with the particular needs, background, and interests. In addition to courses in the Department of Adult Education, the student's program may include courses offered by other departments within the Institute and at the University of Toronto.

A résumé must be submitted with the Application for Admission forms for all programs. This résumé should be a clear and complete statement concerning the student's past experience as an educator of adults, learning objectives within the proposed graduate program and how these will enhance the student's anticipated contribution to the field, and future career goals.

Further information about any of the programs can be obtained from the Department of Adult Education.

Neither the Miller Analogies Test nor the Graduate Record Examination is required for admission to programs in the Department of Adult Education. In some exceptional cases the MAT or GRE scores may help the Departmental Admissions Committee judge the candidate's ability to succeed with graduate-level work. The Admissions Committee or the candidate may suggest that it might be advantageous to provide these test scores. (For MAT and GRE information see page 17.)

SPECIALIZATION IN DEVELOPING HUMAN RESOURCES (DHR)

Developing Human Resources (DHR) is rapidly emerging as a recognized field of specialization within adult education, with a growing body of knowledge, theory, and practice.

Increasingly, senior members of business, government, labor unions, health and welfare agencies, recreation agencies, voluntary associations, the media, schools, libraries, consulting firms, colleges, universities, museums, prison management, and the professions are called upon to develop new competencies in developing human resources.

This specialization is designed to develop competent DHR practitioners in such newer technologies as organization development, consultation, planned change, community development, staff development, human relations training, management training and development, and leadership training. The specialization offers a progressive sequence of applied learning experiences related to the increasing number of institutions and organizations in the adult education "marketplace" affording new opportunities for graduate education which are soundly based upon multidisciplinary research on adult learning and human studies, in general.

The specialization may lead to the applied degrees of M.Ed. or Ed.D., or the M.A. or Ph.D. degrees, depending upon the background and educational goals of each candidate. Admission to a Certificate program is also available for mature students. Candidates may pursue the program on a full- or part-time basis, but must also fulfil appropriate residence requirements in the particular degree program being undertaken. The DHR fee is $1000 in addition to the regular course fees. Full-time attendance (two half-courses) is required of all DHR students during one six-week Summer Session. In addition to the courses available in the OISE building and the OISE off-campus locations, suitable courses may be available at the University of Ottawa during Regular Sessions. OISE students, with the approval of their faculty advisor and the Graduate Studies Office, are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in their program, but they must commence their program with OISE courses.

A participating candidate may be sponsored by an organization. Sponsorship involves the participation of a member of the organization on the student's Advisory Committee. Each new candidate participates in an entrance colloquium, and becomes a member of a peer Learning Group to develop the professional competencies of its members. Each candidate undertakes a human resource project in collaboration with the sponsoring organization as part of demonstrating his/her new competencies; the project may also serve, where appropriate to the specific degree program, for the thesis requirement.

Policies for this specialization are guided by the DHR Advisory Committee comprising members from major Canadian institutions and private industries, and current student representatives.

Application forms and further information may be obtained from Dr. William L. Barnard, Assistant Professor and Coordinator of DHR, Department of Adult Education; telephone 923-6641, ext. 349.

CERTIFICATE IN ADULT EDUCATION

The program is essentially designed to assist persons who are actively engaged in adult education, who have the capacity and motivation to pursue an advanced level of study, and who have potential for leadership in the field.

For these applicants the Certificate Program offers an opportunity to improve and add to their skills by broadening their knowledge of theory and methods in adult education. Typically, students in the program come from a very broad spectrum of adult education activities: administration and teaching in the CAATs, Manpower programs, voluntary associations, evening school teaching, human relations programs, etc.

This program may be of particular interest to students whose previous academic study does not qualify them for admission to graduate programs at the University of Toronto.

The candidate may pursue the program as a full- or part-time student.

The program consists of a minimum of six half-courses, with an opportunity for additional courses. At least four courses in the total program must be taken within the Department of Adult Education; the balance may be taken in other OISE departments. A selected number of candidates may specialize in adult counselling, which requires four additional half-courses. The Developing Human Resources specialization in the department requires two additional half-courses. The deadline for receipt of applications is February 1, 1981.

All inquiries regarding the Certificate Program are to be directed to the Coordinator of the Certificate Program, Department of Adult Education.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

The Master of Education program with specialization in Adult Education consists of ten half-courses. (See pages 35 to 36 for general requirements.) However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. The student's program includes at least three half-courses in Adult Education (four if doctoral study is anticipated). Additional electives are selected in consultation with the student's advisor.

OFF-CAMPUS COURSES IN ADULT EDUCATION *(Certificate and M.Ed. in Adult Education students only)*

The department is currently offering some sections of existing courses off-campus in Ontario for the purpose of making some Institute courses available to people in localities far from Toronto during the Summer, Fall, and Spring terms. The admission requirements for the M.Ed. degree program and for the Certificate Program are the same for the off-campus courses as for the regular campus program. Information and application materials for both off-campus and on-campus courses to be offered in the 1981 Summer Session and the 1981/82 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus programs will be considered.

Off-campus courses that may be of interest to adult educators are also available through other OISE departments. Information is available from the Office of the Coordinator of Graduate Studies.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

This program is sponsored jointly with the Department of Applied Psychology. For more information refer to the full description of the specialization under the Department of Applied Psychology.

MASTER OF ARTS WITH SPECIALIZATION IN ADULT EDUCATION

A Master of Arts degree program consists of twelve half-courses. (See pages 36 to 38 for general requirements.) Occasionally the number of half-courses may be reduced to a minimum of six if the student is granted credit for previous university study in adult education. A minimum program of six half-courses includes at least three half-courses in Adult Education (one of which should be 1103H), a half-course in research design, and an appropriate course in statistics. The program will be planned in consultation with an advisor to meet the student's needs and interests. This program can be taken on a full- or part-time basis.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ed.D. program are outlined on pages 38 to 40.

The Ed.D. program in Adult Education is designed to provide advanced training for practitioners in leadership positions and for those who are preparing themselves for leadership in the field. It is a learning program that is essentially applied, emphasizing the application of knowledge to problem-solving.

The student, in consultation with an advisor, will plan a well-rounded program of courses and thesis project which might include work in some or all of four areas of professional functioning: facilitating adult learning processes; managing adult educational systems; interrelating with the social, economic, and political context of adult education; and problem-solving and inquiry.

The study program will consist of a minimum of eight half-courses, which may include three half-course equivalents in field work and practicums.

For more detailed information contact the Department of Adult Education.

Applications for admission to the Ed.D. program must be submitted by February 1, 1981, for both full-time and part-time applicants.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN ADULT EDUCATION

Regulations governing the Ph.D. program are outlined on pages 40 to 41.

The major in Adult Education consists of at least four half-courses in Adult Education, one of which may be a 1152F,S,H course in the field of the thesis. One of the two minors required may consist of half-courses in statistics and research design, where needed to support the proposed research project. The student's program normally includes 1103H. The program will be planned in consultation with an advisor to meet the student's needs and interests.

COURSES

The following courses will be offered variously during the year, including the Summer Session, both during the day and after hours. See the OISE *Schedule of Courses* for dates and times.

Students are required to be present at the beginning class of all courses, unless they have notified the instructor to the contrary.

A course is identified with this department when the first two digits in the course number are 11 or 31. See also course listings under Higher Education.

1100 F,S,H OUTLINE OF ADULT EDUCATION

Designed to assist students to develop an understanding of and an identity with the field of adult education in Canada. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. Subject to class decision, procedures may be a mixture of lectures, discussion, and student presentations.
J. A. Draper, J. R. Kidd, A. M. Thomas, or other instructor

1101 F,S,H PROGRAM PLANNING IN ADULT EDUCATION

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

1103 H METHODS OF INQUIRY IN ADULT EDUCATION

A critical examination of the research

process. Topics will include: problem definition, development of the research question, instrument design, data collection and analysis, and presentation of findings. The seminar will consist of lectures, individual projects, and group discussion. Particular stress will be placed on the development of skills related to evidence and inference. This seminar is designed primarily for Ed.D. and Ph.D. students during their residence and for M.A. students during their program. Other students may be included at the discretion of the instructor.
W. E. Alexander, *L. E. Davie*, *M. D. Ellis*, or other instructor

1105 F,S,H COMMUNITY EDUCATION AND DEVELOPMENT

Issues and concepts relating to citizen action, community development, and social change, together with historical developments. Programs and prospects of community development in Canada and abroad; the educational component in development; the role of government and nongovernment agencies in development; discussions on the methods, evaluation, and training relating to community education and development.
J. A. Draper or other instructor

1106 F,S,H SMALL-GROUP EXPERIENCE AND THEORY

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice.

The particular structure and focus of this course vary each time it is offered.
Staff

1108 F,S,H PERSONAL CHANGE PATHS (Pass/Fail)

An opportunity to (1) survey the wide variety of paths, methods, and areas that adults choose for personal change, and (2) clarify one's own paths and options. Course methods: reading, brief lectures, self-insight exercises, personal class discussion.
D. S. Abbey, A. M. Tough, or other instructor

1109 F,S,H PARENTAL EDUCATION FOR FAMILY LIVING

An examination of the family as it functions as an educational unit in society; emergent issues of concern to parents; skills and methods for working with parents.

Students will share in the setting of learning objectives for the seminar and will be required to participate in the preparation and presentation of projects related to selected areas of study.
D. H. Brundage or other instructor

1110 F,S,H BASIC PROCESSES IN FACILITATING ADULT LEARNING

A theoretical and experiential examination of the task of the facilitator in group learning situations. The course will examine basic learning processes and alternative approaches and activities that facilitators can use to aid the development of these processes. Persona and situational factors influencing choice of alternatives will be explored.

It is strongly suggested that students take 1101F,S,H prior to or concurrently with 1110F,S,H.
V. R. Griffin or other instructor

1111 F,S,H THE FUTURE AND THE ADULT EDUCATOR'S CAREER

A broad survey of various positive futures for adult learning, human growth, education, lifestyles, world views, society's goals, etc. Each student will then examine and clarify personal goals, purpose in life, professional values, and potential career paths.
Staff

1113 F,S,H THE MATURATION PROCESS AND ADULT LEARNING

An examination of adult learning and development with emphasis on the

changing needs and capacities of adults for learning throughout life. Consideration will be given to optimal learning environments for adults and to the application of theory and research findings to adult education practice.
D. H. Brundage, A. W. Fales, J. R. Kidd, or other instructor

1114 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART I
An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, it provides an introduction to the field of comparative studies, and it considers educational systems in several countries.
J. R. Kidd or other instructor

1115 F,S,H COMPARATIVE STUDIES IN ADULT EDUCATION: PART II
For description see 1114F,S,H. Students will apply comparative methods to a range of adult educational problems.
Prerequisite: Completion of 1114F,S,H, and permission of the instructor.
J. R. Kidd or other instructor

1119 F,S,H THE SOCIAL AND INSTITUTIONAL CONTEXT OF ADULT COUNSELLING
The course is divided into two parts. Possible topics for the first part include the changing pattern of family life, technological change and the work ethic, immigrants in Canadian society, trade union education, women at work and in the home, student activism, changing values, counselling mature students, the drug problem. Topics selected will depend on the interests of students enrolled. The second part involves an evaluation by each student of a field setting where group or individual counselling, broadly defined, is offered.
R. M. Laxer

1120 F,S,H FOUNDATIONS OF ADULT COUNSELLING
An introductory course that explains some of the concepts of human behavior and the issues, theories, and principles involved in the field of adult counselling. The process of instruction involves project presentations, the use of guest resources, a major discussion paper, and an experiential component running throughout the course. This program will be of interest to people who are practising in the counselling, academic, and health areas as well as those working with individuals in service agencies and in community and employment activities.
Staff

1121 F,S,H PRACTICUM IN ADULT COUNSELLING
This course is an extension of the practicum taken by students in 1203Y (see course listings, Applied Psychology) and may be taken only by students enrolled in the Adult Education and Counselling program.
Staff

1122 F,S,H PRACTICUM IN ADULT EDUCATION (Pass/Fail)
An opportunity, in a field setting, to develop professional skills, knowledge, and sensitivities from practice and reflection on that practice. Students are the chief designers of their own custom-built programs, though faculty, student, and field supports are available.
Prerequisite: Permission of the instructor.
Staff

1123 F,S,H SEMINAR: EDUCATIONAL APPLICATIONS OF THE PSYCHOLOGY OF COMMUNICATION
Seminar members' interests and disciplines provide the raw material for analysis. Among the topics usually discussed are: verbal and nonverbal systems, language and perception, evaluation of communications, transac-

tional analysis. Participants are urged to conduct a research or evaluation project as part of their study.
D. S. Abbey or other instructor

1125 F,S,H ADULT BASIC EDUCATION
An examination of the problems and issues of adult basic education in Canada and abroad. The research, methodology, and literature relating to this area of adult education; the relation of adult literacy and basic education to poverty, social change, community education, and human development. Participants are involved in determining course content and use of resources.
J. A. Draper or other instructor

1130 H SOCIAL RESPONSIBILITY AND THE ADULT EDUCATOR: PARTICIPANT-DIRECTED SEMINAR
A group experience in self-directed learning. Participants will select one or more social problems of relevance to adult education and will examine those problems in relation to their professional roles. Staff resources available as requested by participants.
Staff

1131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

1132 F,S,H EVALUATION, THE ARTS, AND EDUCATION
A course combining extensive reading with practical testing of evaluation methods in the area of the arts. Topics which may be investigated include: museum and art gallery courses for adults; the use of theatre in community development; dance, film, and television as art forms in adult learning; etc. Material from both formal and nonformal educational opportunities will be utilized, and students will be encouraged to conduct an evaluation project as part of their study.
D. S. Abbey or other instructor

1133 F,S,H EXPERIENTIAL LEARNING AND RESEARCH IN ADULT EDUCATION
This course is concerned with approaches to research that employ experiential learning, using images and concepts derived from experience to develop theory which is rigorously tested in field settings. Among the research theorists considered are Moustakas, Shotter, Buber, Friedman, MacMurray, Maslow, Glaser, and Strauss. The course provides students with an opportunity to design a mini-research proposal drawing upon various strategies of qualitative research.

Prerequisite: Course 1103H or permission of the instructor.
W. L. Barnard or other instructor

1134 F,S,H SELF-GUIDED LEARNING AND CHANGE
An opportunity to learn about the large portion of intentional learning and change that is self-guided. Each student is free to focus on various aspects, such as how adults plan and manage their own learning/ change, their use of human help and other resources, over-control by some helpers, shared responsibility, fresh practices. Course activities can include reading, interviewing, brief lectures, class discussions, exploring innovative help.
A. M. Tough or other instructor

1135 F,S,H PRACTICUM IN ORGANIZATION DEVELOPMENT
This course is an introduction to the basic assumptions and technologies of planned change in organizations, a process that is seen to involve a major educational component. Alternative

learning theories and strategies are subjected to experiential testing in various organizational settings, including the class itself considered as an organization.

Prerequisite: Permission of the instructor.

W. L. Barnard or other instructor

1136 F,S,H POLITICAL ECONOMY OF ADULT EDUCATION

This course critically analyses the historical and contemporary relationship of Canadian adult education programs to political and economic structures and processes. Canadian examples include armed services training programs for the two world wars, the federal bilingual program, and the Manpower training program. An essential concern of the course is to identify how adult educators can contribute to fundamental social change. The main focus is on the Canadian context, but international examples are included for comparative purposes.

Staff

1152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

3101 F,S,H MAJOR PROGRAMS AND ISSUES IN ADULT EDUCATION

A seminar that will examine in depth a particularly relevant issue or program in the field of adult education. The focus for each year will be announced in the spring, via departmental publications. Subject to class decision, procedures may be a mixture of lectures, discussions, and student presentations.

Staff

3107 F,S,H SOCIAL FOUNDATIONS OF ADULT LEARNING

A seminar with individual investigations examining the social forces bearing upon the need for and content of adult learning. A theoretical investigation of the grounds for the provision of education throughout the life of the individual in a rapidly changing, increasingly complex society.

A. M. Thomas or other instructor

3111 F,S,H THEORIES OF PSYCHOLOGICAL DEVELOPMENT DURING ADULTHOOD

The major theories of psychological development during adulthood will be examined in terms of their origins, their primary conceptual themes, and their implications for research and practice in adult learning, teaching, and counselling.

Prerequisite: Permission of the instructor.

A. W. Fales, J. R. Kidd, or other instructor

3112 F,S,H EDUCATIONAL GERONTOLOGY

This seminar will focus on an examination of the learning processes, needs, and contexts of adults from the mid-years and older. Topics will include pre-retirement education, intellectual functioning in old age, family and social role changes during the later half of life, the ecology of aging and its relation to learning, and others determined by class members.

A. W. Fales or other instructor

3116 F,S,H ADULT EDUCATION IN CROSS-CULTURAL CONTEXTS

This course will focus on the impact of culture on adult learning. Some of the issues addressed and/or skills developed will include: the heightening of the individual's consciousness and sensitivity to the effects of culture on learning and teaching styles; effective cross-cultural

communications; the acquisition of knowledge and development of skills useful for living, working, and undertaking research as an educator in cultures and subcultures other than one's own.
J. A. Draper or other instructor

3122 Y EXTENDED PRACTICUM IN ADULT EDUCATION

Content is similar to that of 1122F,S,H but at a more advanced level.

Prerequisite: Permission of the instructor.
Staff

3124 F,S,H ADVANCED SEMINAR: BASIC PROCESSES IN FACILITATING ADULT LEARNING

Collegial seminar for intensive examination of selected issues arising in course 1110F,S,H. Includes construction of new models and frameworks for observing and analysing basic learning processes and practising facilitation in adult learning groups. Individuals or teams will develop self-generated projects; the class will provide support and critique of these projects.

Prerequisites: Completion of 1110F,S,H or equivalent and permission of the instructor.
V. R. Griffin or other instructor

3125 F,S,H CONTINUING EDUCATION OF PROFESSIONAL PERSONNEL: PRINCIPLES, MODES, AND PROBLEMS

A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for such professional personnel as doctors and engineers. The course is based on a five-year project in professional education and will review attempts to assess the results of these programs in relation to vocational performance as well as the performance of individual and social roles.
J. R. Kidd or other instructor

3131 F,S,H SPECIAL TOPICS IN ADULT EDUCATION

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session timetables.
Staff

3152 F,S,H INDIVIDUAL READING AND RESEARCH IN ADULT EDUCATION: DOCTORAL LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from faculty advisors.

Adult Education students are encouraged to read the Bulletin and consider any courses offered in other departments which may be relevant to their own program.

Applied Psychology

CLIFFORD M. CHRISTENSEN, *Ph.D. (Minnesota)*
Professor, and Chairperson of the Department
(counselling psychology; controlling effects of social stimuli)

Graduate Studies Academic Secretary:
S. B. KENT HENDERSON, *Ph.D. (Toronto)*
Associate Professor, and Associate Chairperson of the Department
(motivation and learning; second-language learning; research design; remembering)

SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed from Measurement, Evaluation, and Computer Applications

CARL BEREITER, *Ph.D. (Wisconsin)*
Professor
(cognitive processes in composition; development of thinking abilities; instructional psychology)

PAULA J. CAPLAN, *Ph.D. (Duke)*
Assistant Professor
(sex roles, research methodology, children's learning and attention problems, teacher–student interactions)

ROBBIE CASE, *Ph.D. (Toronto)*
Professor
(developmental, cognitive, and instructional psychology)

VIVIAN DARROCH, *Ph.D. (Alberta)*
Associate Professor
(existential phenomenology)

RONALD J. FRIEDMAN, *Ph.D. (Iowa)*
Associate Professor
(school psychology; psychodiagnosis; learning problems; emotional development of children)

PETER GAMLIN, *Ph.D. (Cornell)*
Associate Professor
(cognitive development; language comprehension)

MARY A. JULIUS GUTTMAN, *Ph.D. (Wisconsin)*
Associate Professor
(counselling psychology; career development; group processes; psychology of women)

DAVID HUNT, *Ph.D. (Ohio State)*
Professor
(coordination of learning styles and teaching methods; implementation of psychological ideas; teacher training)

ROBERT M. LAXER, *Ph.D. (Toronto)*
Professor, cross-appointed to Adult Education
(Canadian studies; adult counselling; group processes; school anxieties; workers' education)

SOLVEIGA MIEZITIS, *Ph.D. (Toronto)*
Associate Professor
(school psychology; teacher consultation and in-service training; classroom intervention strategies; ethnic identity development)

DAVID R. OLSON, *Ph.D. (Alberta)*
Professor, cross-appointed to the Department of Linguistics, University of Toronto
(language development, cognitive development, theory of instruction)

MICHAEL ORME, *Ph.D. (Stanford)*
Associate Professor
(teacher behavior; microteaching; training systems; supervision)

Please direct inquiries for this department to Professor Clifford M. Christensen.

SANDRA PALEF, *Ph.D. (Toronto)*
Associate Professor
(cognitive psychology, especially reading, memory, bilingualism)

LARRY E. PASS, *Ph.D. (Alberta)*
Associate Professor
(counselling psychology; cognitive behavioral approaches to counselling; group counselling; counsellor supervision)

JACK QUARTER, *Ph.D. (Toronto)*
Associate Professor
(youth movement; alternative educational systems)

BERNARD J. SHAPIRO, *Ed.D. (Harvard)*
Professor, and Director of OISE
(cognitive development, research methodology, teacher training, higher education)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed to History and Philosophy of Education and to the Franco-Ontarian Centre
(moral development theory; the development of religious orientations; educational implications of psychological theory and research; critical reflections on values in counselling and school psychology)

OTTO WEININGER, *Ph.D. (Toronto)*
Professor
(psychodynamic theory; techniques of diagnosis and psychotherapy; psychopathology; play theory and research; early childhood education; mother–infant attachment and subsequent developmental processes)

JOHN C. WEISER, *Ed.D. (Missouri)*
Associate Professor
(counselling psychology; counsellor education; process and outcome in counselling)

JERI D. WINE, *Ph.D. (Waterloo)*
Associate Professor
(cognitive-attentional approaches to management of social and test anxiety and competence counselling for women)

AARON WOLFGANG, *Ph.D. (Oklahoma)*
Associate Professor
(nonverbal communication; concept learning; adjustment of New Canadians)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

DAVID W. BRISON, *Ed.D. (Illinois)*
Professor, and Head, Learning Materials Development and Implementation Centre
(adolescent psychology; development of instrumental materials; administration of educational research and development)

J. R. BRUCE CASSIE, *Ph.D. (State University of New York at Buffalo)*
Project Director, OISE Niagara Centre
(career education; computerized guidance systems; individual/group counselling; adult career change processes; student speaking, writing, decision-making; organization and administration of guidance services)

DAVID S. IRELAND, *Ph.D. (Toronto)*
Assistant Professor, and Head, OISE Ottawa Valley Centre
(teaching strategies; the teaching–learning process; in-service training for teachers)

B. CHRISTINE NASH, *Ph.D. (Exeter)*
Associate Professor, and Head, OISE Northeastern Centre
(early childhood education; psychology of change and adjustment in education and in-service education; native learning styles)

ASSOCIATED INSTRUCTORS:

WILLIAM H. EULL, *Ph.D. (Bowling Green State University)*
Director of Child and Family Clinic and Dellcrest Day School Program, Dellcrest Children's Centre

SUZANNE HIDI, *Ph.D. (Toronto)*
Research Officer, Applied Psychology, OISE

PAUL LERNER, *Ed.D. (Illinois)*
Psychotherapist – private practice

SHAWN SCHERER, *Ph.D. (Toronto)*
Psychologist and Director, Read Clinic, Toronto

JOHN WILLIAMS, *Ph.D. (Missouri)*
Counselling Psychologist, Student Counselling Services, University of Waterloo

INTERNSHIP SUPERVISORS:

RONALD P. MYHR, *Ph.D. (Toronto)*
Coordinator of Internship and Counselling Services, Applied Psychology, OISE

KENNETH ALLEN, *Ph.D. (Boston)*
Psychotherapist – private practice

GERRY BECKERLE, *Ph.D. (Michigan)*
Chief Psychologist, Toronto East General Hospital

RICHARD E. BERRY, *Ph.D. (York)*
Crisis Homecare Coordinator of the Crisis Intervention Service, Thistletown Regional Centre for Children and Adolescents

CARSON BOCK, *M.A. (Toronto)*
Chief Psychologist, Workmen's Compensation Board, Hospital and Rehabilitation Centre, Toronto

IRENE BRIEDIS, *Ph.D. (Toronto)*
Psychologist, St. Michael's Hospital

MELVYN DAVINE, *Ph.D. (Queen's)*
Psychologist, Thistletown Regional Centre for Children and Adolescents

DAVID DAY, *Ph.D. (Windsor)*
Acting Chief Psychologist, St. Michael's Hospital

ELEANOR DICKSON, *Ph.D. (Ottawa)*
Psychologist, St. Michael's Hospital

KENNETH ELLIOTT, *Ph.D. (California School of Professional Psychology)*
Psychologist, Sunnybrook Medical Centre

HENRY FENIGSTEIN, *M.D. (Warsaw)*
Psychiatrist and Director, North York Group Psychotherapy Foundation

HOWARD GREENBERG, *Ph.D. (Kansas)*
Psychologist, Gestalt Institute of Toronto

RUDOLPH HEINZL, *M.A. (Toronto)*
Director, Student Counselling Service, McMaster University

DAVID JACKSON, *Ph.D. (Chicago)*
Jackson Smith and Associates Ltd.

DAVID JORDON, *Ph.D. (Colorado)*
Director of Counselling Services, Psychology Department, Brock University

JUDITH KOBRICK, *Ph.D. (Toronto)*
Psychologist, Browndale (Ontario)

JOHN MCLACHLAN, *Ph.D. (Toronto)*
Director of Research, Donwood Foundation

NORMAN E. MORRIS, *Ph.D. (Toronto)*
Psychologist, Sunnybrook Medical Centre

DANIEL PAITICH, *Ph.D. (Toronto)*
Chief Psychologist, Forensic Unit, Clarke Institute of Psychiatry

RUDY PHILIPP, *Ph.D. (Queen's)*
Acting Chief of Psychology, Thistletown Regional Centre for Children and Adolescents; Director of West Metro Youth Services

ROBERT POTVIN, *Ph.D. (Toronto)*
Psychologist, Comprehensive Behavioral Consultants, Toronto

BRIAN RIDGLEY, *Ph.D. (Windsor)*
Head of Psychology, Sunnybrook Medical Centre

CHRISTOPHER ROSS, *Ph.D. (Calgary)*
Psychologist, Forensic Unit, Clarke Institute of Psychiatry

JUDITH ROSS, *Ph.D. (Syracuse)*
Staff Psychologist, Psychiatric Division, Health Service, and Special Lecturer, Psychology Department, University of Toronto

RALPH SHEDLETSKY, *Ph.D. (York)*
Psychologist, Sunnybrook Medical Centre

MARTI SMYE, *Ph.D. (Toronto)*
Jackson Smith and Associates Ltd.

GRAHAM TURRAL, *Ed.D. (Chicago)*
Chief Psychologist, Metro Toronto Forensic Services, Clarke Institute of Psychiatry

BRIAN USHER, *Ph.D. (Toronto)*
Director of Research, Etobicoke Board of Education

HEATHER ANN WHITE, *Ph.D. (York)*
Psychologist, Toronto East General Hospital

MARJORIE WHITNEY, *Ph.D. (York)*
Chief Psychologist, North York General Hospital

GERALD YOUNG, *Ph.D. (Windsor)*
Psychologist, St. Michael's Hospital

PROGRAMS OF SPECIALIZATION

The Department of Applied Psychology offers specialized programs in the following areas:

1. Educational Psychology
2. Counselling
3. School Psychology
4. Master of Education for Special Purposes

Note: Some doctoral programs in this department will require comprehensive examinations.

1. EDUCATIONAL PSYCHOLOGY

The M.A. and Ph.D. with specialization in Applied Psychology (Educational Psychology Option) are intended to prepare students for careers in teaching and educational research with a psychological orientation, in research institutes, faculties of education, school board research departments, and other research settings.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PSYCHOLOGY

This program emphasizes the psychology of instruction, and is intended primarily for classroom teachers wishing to reflect on and improve their classroom teaching. Those admitted to a full- or part-time program are expected to undertake eight half-courses, at least six of which should be selected from courses in the Department of Applied Psychology in consultation with the student's advisor.

Please note: All new applications for this program commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time students must submit their application for admission t courses by *April 1*.

The core of the program ordinarily consists of:

1200 F,S,H Introduction to Educational Psychology
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level

plus *either* 1666F,S,H Elements of Statistics *or* 1293F,S,H interpretation of Research in Special Education.

Three additional courses are to be selected from the following departmental offerings. Equivalent offerings from the School Psychology and Counselling divisions of the department, as well as other departments, may be substituted with the approval of the student's advisor. For any specific year, other courses will be added to or deleted from this list depending upon staff. The advisor will be aware of updates of the following list of courses offered by division faculty.

1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1207 F,S,H Motivation in Educational Contexts
1209 F,S,H Seminar: Social Psychology and Education
1210 F,S,H Learning Styles and Teaching Approaches
1227 H Practicum in Educational Psychology
1230 F,S,H Practicum in Value Education
1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
237 F,S,H Intellectual Development and Instructional Design
241 F,S,H Methods of Early Education and Child Care
3222 F,S,H Analysis of Teaching Strategies

The remaining two courses may be aken elsewhere in the Institute or in another graduate department of the University of Toronto.

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Admission to a one-year M.A. program ordinarily requires preparation equivalent to a University of Toronto four-year undergraduate degree with concentration in Psychology. Graduates with three-year undergraduate degrees must take a fourth year of relevant study before applying for admission to an M.A. program. Graduates with a four-year undergraduate degree with some background in psychology may be admitted to an M.A. program extending beyond one year.

All applicants must submit scores on the Aptitude Test and Psychology Area Test of the Graduate Record Examination (see page 17).

The course of study of the one-year M.A. program consists of the following courses and a research thesis.

1226 F,S,H Selected Problems in Educational Psychology

(specialized study under the direction of a staff member);

1227 H Practicum in Educational Psychology
1233 F,S,H Psychological Analysis of Educational Issues: Part I: Conceptual Dimensions
1234 F,S,H Psychological Analysis of Educational Issues: Part II: Current Issues

One course in research methods:

1520 F,S,H Processing Educational Research Data

or

1613 F,S,H Applied Psychometric Methods

or

3666 F,S,H Intermediate Statistics and Research Design

Students are required to complete their program by choosing an option from the 1200 or 3200 level.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

This program is designed primarily for persons who wish to develop their professional expertise by becoming familiar with psychological theory, research, and techniques related to educational practices. Graduates of this program will be prepared to assume positions as faculty members in schools, colleges, and institutes of education; to work with school systems as coordinators of research or as consultants in areas of educational psychology; to act as specialists in in-service training and as staff members in agencies offering psychoeducational services. In accordance with these goals, the program is designed to meld theoretical grounding with practical application. Graduates of this program will be able to translate school-based problems into programs of research and development affecting educational practices.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements on pages 11 to 12, the Department of Applied Psychology specifies the following:

(a) The applicant must have completed the equivalent of the University of Toronto M.Ed. or M.A. with specialization in Educational Psychology.

(b) Appropriate letters of reference must be submitted, commenting on scholarly achievement and promise and on professional performance and promise.

(c) After an initial screening, successful applicants will be interviewed by a selection team.

(d) Ordinarily, one year of professional preparation in education is required.

(e) Successful professional experience in education is a requirement.

(f) The applicant must submit scores on the Aptitude Test and the Psychology Area Test of the Graduate Record Examination.

(g) Evidence must be submitted of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. Examples of such evidence include a high-quality project report, a Qualifying Research Paper, or a master's thesis. After the screening interview the selection team will then be responsible for the evaluation of the candidate's ability and promise in research and development.

PROGRAM OF STUDY

The Ed.D. program requires one full year of full-time study (the resident year) and at least a year of part-time coursework. Ordinarily the expected plan of study is for the first year to be pursued on a part-time basis.

Programs are individually designed by the student and two faculty advisors to ensure coordination of the program with the candidate's career, interests, and required competencies. The year of resident activity will be planned to provide experience in the integration of theory with practice and to provide courses appropriate to the student's major interest.

COURSE REQUIREMENTS

Of the eight half-courses required, four will be directly in an Educational Psychology major, including 3266F,S,H, and four additional courses will be normally divided into two minor areas. Four half-courses will be considered to be a normal course load for the Regular Session of the resident year since the formulation of a thesis proposal is expected by the end of the residency.

The Ed.D. thesis will report the results of a study which addresses theoretical issues applicable to professional concerns and practice, or which focusses directly on empirical aspects of educational practice.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (EDUCATIONAL PSYCHOLOGY OPTION)

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (Educational Psychology Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to the second year of the doctoral program. This may require prerequisite study in the preceding summer.

The applicant must submit the following:

(a) Scores on the Aptitude Test and the Psychology Area Test of the Graduate Record Examination. and the Psychology Area Test.

(b) One paper, or a summary of it, which the student feels represents his/her best work.

In addition to the doctoral thesis and other requirements for the Ph.D., described on pages 40 to 41, the program for the second and third years presently consists of eight half-courses as follows:

(a) A major, consisting of four half-courses at the doctoral level, ordinarily from Educational Psychology offerings, to form a substantive focus of specialization.

(b) A first minor, normally consisting of two appropriate half-courses within the Department of Educational Theory.

(c) A second minor, ordinarily consisting of a full course in another department of the School of Graduate Studies or in another department of OISE. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

2. COUNSELLING

Applicants contemplating an M.Ed. program related to counselling should note that there are four alternative programs described below and should consider each in relation to their own areas of interest. Note also that there are two Ed.D. programs.

MASTER OF EDUCATION WITH SPECIALIZATION IN GUIDANCE AND COUNSELLING

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to teachers with experience who are interested in specializing in guidance and counselling in the schools. Students completing the M.Ed. degree in Guidance and Counselling may have their degree credited toward Parts I and II of the Ontario Ministry of Education's Specialist Certificate in Guidance. Further information may be obtained from the Teachers' Service Section, Ministry of Education, 18th floor, Mowat Block, Queen's Park, Toronto, Ontario M7A 1L4.

Teachers who began the M.Ed. program prior to October 1978 may obtain the Specialist Certificate by completing the requirements for such certification as existed at the time they began the program.

People interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. for Special Purposes with an emphasis in counselling. (See under section 4 below.) While such a program would be similar to the one described below, individualized programs would be worked out with each student.

Please note: All new applications for this program commencing in the Regular Session or Summer Session *must be submitted by February 1*. All continuing part-time applications for admission to courses must be submitted by *April 1*.

In addition to the general requirements detailed on pages 11 to 12, admission to the M.Ed. program with specialization in Guidance and Counselling ordinarily requires a background as follows:

(a) A course in child and/or adolescent development and two additional courses in the social sciences, one of which must be beyond the introductory level. Courses must have been completed within the last ten years.

or

(b) Satisfactory completion of a program of qualifying work at the Institute. This program will ordinarily include a half-course in child and adolescent development (1201F,S,H) and a half-course in educational psychology (1200F,S,H).

or

(c) The Ontario Specialist Certificate in Guidance.

In determining the prerequisites and course options, consideration is given to Ontario Guidance certificates that an applicant already holds. Holders of the Specialist Certificate are not required to take course 1261F,S,H. All degree programs consist of a minimum of eight half-courses regardless of the certificates held.

Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions in this Bulletin.

The normal requirements of the program include the following:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1261 F,S,H Group Work in Counselling
1266 F,S,H Theory and Practice of Vocational Development
1611 F,S Educational and Psychological Testing for Guidance Personnel

Suggested options include the following:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1204 F,S,H Personality and Education
1205 H Individual Intellectual Assessment
1206 F,S,H Seminar: Learning and Cognitive Processes in Education
1209 F,S,H Seminar: Social Psychology and Education
1217 F,S,H Behavior Modification and Behavior Therapies
1260 F,S,H Foundations of Guidance and Counselling
1262 H Organization and Administration of Guidance Services
1267 Y Advanced Practicum in Counselling

Options available from the course listings in other OISE departments:

1284 F,S,H Behavior Disorders in Relation to Education
1040 F,S,H Administrative Problems I: The School System
1113 F,S,H The Maturation Process and Adult Learning
1302 F,S,H Innovations in Curriculum and Instruction in the Elementary School
1660 F,S Introduction to Empirical Research in Education
1666 F,S,H Elements of Statistics

Other appropriate courses and seminars may be selected.

The student's selection of the preceding optional half-courses is subject to the advisor's approval and should take into account the student's background strengths and weaknesses, future goals, and the need for a coherent sequence of courses.

MASTER OF EDUCATION WITH SPECIALIZATION IN ADULT EDUCATION AND COUNSELLING

The purpose of this program is to help meet the need for competent counsellors of adults in the Colleges of Applied Arts and Technology in Ontario, professional schools, universities, and other institutions involved in postsecondary and continuing education. This program, offered jointly by the Department of Adult Education and the Department of Applied Psychology, consists of ten half-courses. However, students who have completed one year of professional education for teaching, or the equivalent, are required to take only eight half-courses. Of these, the following courses are required for all students and are to be taken toward the end of the program:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1121 F,S,H Practicum in Adult Counselling

The following courses are recommended strongly:

1106 F,S,H Small-Group Experience and Theory
1113 F,S,H The Maturation Process and Adult Learning
1119 F,S,H The Social and Institutional Context of Adult Counselling
1120 F,S,H Foundations of Adult Counselling
1266 F,S,H Theory and Practice of Vocational Development

Each student's program will be developed in consultation with the faculty advisor. Students intending to pursue study in this specialization on a part-time basis should note that practicums normally require at least two days per week and many of the courses in the program are not offered after hours.

Students should understand that an application to the joint program does not automatically mean the student will be considered for admission to other programs in either department. A student wishing to be considered for alternative programs should so indicate on the original application form.

MASTER OF EDUCATION (FOCUS 2)

Preparation for Ed.D. (Focus 2) Counselling program. For full details of this program see page 74.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

For full details of this program see page 80.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (COUNSELLING PSYCHOLOGY OPTION)

Counselling is an educational process aimed at helping individuals develop the skills and insights appropriate to increased interpersonal effectiveness and self-satisfaction. While considerable specialization of approach is possible within these programs, students are required to develop a familiarity with the general literature in educational counselling and psychotherapy and to acquire competence with a variety of assessment and intervention approaches.

There are two focuses (Focus 1 and Focus 2) in the study of counselling at this level. They are distinguished from one another principally on the basis of the nature of the positions for which graduates will be prepared. The students attracted to each will differ significantly in terms of their backgrounds and interests; the focuses themselves, while centring on a common core of counselling courses, allow specialization in areas related to program development, coordination, and consultation or to the provision of an advanced level of counselling services to individuals.

FOCUS 1

Counsellor training in this focus emphasizes, in addition to the advanced study of counselling theory and practice, the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related in-service training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This focus will be especially attractive to individuals who have demonstrated a career commitment to the provision of guidance and counselling services in an educational setting.

ADMISSION REQUIREMENTS

In addition to the general requirements for admission to the Doctor of Education programs stated on pages 11 to 12, the Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree with specialization in Counselling from the University of Toronto, or an equivalent degree.

(b) The applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

(c) Applicants who hold an M.Ed. or other non-thesis master's degree may be required to complete a Qualifying Research Paper prior to formal admission to the Ed.D. program. (See General Requirements for Degrees, pages 38 to 40.)

PROGRAM OF STUDY

All students are required to take a core of courses related to the development of competence in counselling theory and practice and to the development of research skills. These are:

3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 Y Practicum in Counselling Psychology
3218 F,S,H Research Seminar in Counselling

Students are required to take at least three half-courses in addition to those in the core specified above. These shall be selected by the student in consultation with his/her faculty advisor, and must include a minor area of concentration appropriately related to the student's career interests. Such a minor might be chosen from among the following:

Career Development
Educational Administration
Sociology in Education
Educational Psychology

RESIDENCE REQUIREMENTS

Each student must remain in residence at OISE for one full year, and in addition serve a period of internship in an appropriate setting. Students may enrol on a part-time basis prior to their year of residence, but must enter the year of residence within two years of admission to the program.

INTERNSHIP REQUIREMENTS

The internship is normally undertaken at the school or other place of employment from which the student has taken a leave for the year of residence. Other arrangements may be made in unusual circumstances. While interning, students must undertake specific projects and seminars chosen in consultation with their faculty advisor.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

FOCUS 2

The principle emphasis in this focus is on the development of an advanced level of the counselling and assessment skills appropriate to an understanding of individuals and the tactics for bringing about appropriate change in their behavior and in their lives. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in education and in the community, including faculty positions in counsellor training programs, professional positions in agencies offering psychological services, and counselling positions on the staff of university or college counselling centres.

ADMISSION REQUIREMENTS

The Department of Applied Psychology specifies the following:

(a) The applicant must normally hold an M.Ed. degree (Focus 2) with specialization in Counselling from the University of Toronto, or an equivalent degree. The M.Ed. (Focus 2) program is described below.

(b) Applicants who hold a master's degree in Psychology or a closely related area may be admitted to the two-year Ed.D. program (Focus 2).

(c) Applicants who hold an M.Ed. (Focus 2) or other non-thesis master's degree may be required to complete a Qualifying Research Paper prior to formal admission to the Ed.D. program.

PROGRAM OF STUDY

The Department of Applied Psychology requires an Ed.D. student (Focus 2) to complete the ten half-courses listed below. Specific course requirements may be waived by a student's advisor if the student has taken an equivalent course elsewhere. An option must be taken for each course waived.

Five areas of essential content for a professional training program in Counselling Psychology have been specified by the Counselling staff: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

(a) Counselling and Psychotherapy
3215 F,S,H Seminar in Counselling Psychology: Part I
3217 Y Practicum in Counselling Psychology

(b) Assessment
3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II

(c) Statistics and Research Design
3666 F,S,H Intermediate Statistics and Research Design
3216 F,S,H Seminar in Counselling Psychology: Part II
3218 F,S,H Research Seminar in Counselling

(d) Psychometrics
1613 F,S,H Applied Psychometric Methods

(e) Ethics and Professional Issues

3204 F,S,H Ethical Issues in Psychological Research and Practice

Strongly recommended courses:

1266 F,S,H Theory and Practice of Vocational Development

or

3233 F,S,H Research Seminar on Vocational Theory and Career Development

1215 H Seminar: Group Processes

or

1261 F,S,H Group Work in Counselling

1503 F,S,H Introduction to Computer Applications in Education

RESIDENCE REQUIREMENTS

Two years of residence are required of students entering the Ed.D. (Focus 2) program.

INTERNSHIP REQUIREMENTS

All students are required to participate in three units of internship experience, each unit comprising 400–500 hours of supervised experience accumulated part-time during the academic year or full-time during the summer. One unit may be waived on the basis of previous experience. Students entering the Ed.D. (Focus 2) program will undertake their first internship during their first year in residence.

THESIS

All students must develop, complete, and defend in an oral examination a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

EXAMINATIONS

In addition to normal course requirements, students will twice be examined systematically, once in general psychology and once in professional psychology. The first of these is a qualifying examination in general psychology, which will normally be taken during the first year of residence. It will require that the student demonstrate an understanding of the underlying principles and basic knowledge in counselling-relevant sections of each of four areas of general psychology: the biological bases of behavior, the social bases of behavior, the cognitive/affective bases of behavior, and individual differences. A reading list defining the required areas of knowledge is available.

The second examination, to be undertaken upon completion of course-work requirements, is a comprehensive examination in the five areas of professional training: counselling and psychotherapy, assessment, statistics and research design, psychometrics, and ethics and professional issues.

M.ED. (FOCUS 2) PROGRAM REQUIREMENTS

Students entering the program with both an undergraduate degree in Psychology and teacher certification, together with some experience in counselling or a related field, are required to undertake a minimum of eight half-courses. Students entering with an academic background in psychology and some counselling-related experience will be required to take ten half-courses. Those with neither of these may be admitted to the program but will be required to complete twelve half-courses.

PROGRAM OF STUDY

The courses listed below must normally be taken by students in the program; in special circumstances, alternative courses may be taken with the approval of the student's faculty advisor. Additional courses may be chosen from among those listed in the Ed.D. Focus 1 or 2 or from among other courses offered within the Institute or the University of Toronto. Course selections must be made in consultation with the student's faculty advisor.

1215 H Seminar: Group Processes
3204 F,S,H Ethical Issues in Psychological Research and Practice
3215 F,S,H Seminar in Counselling Psychology: Part I
3217 Y Practicum in Counselling Psychology
3224 F,S,H Individual Personality and Educational Assessment: Part I

RESIDENCE REQUIREMENTS

Students are required to remain in residence for at least one year. As the maximum number of courses a student may normally take during an academic year is six, with an additional two in the summer, most students will likely be in residence in this program for more than the minimum of one year. Some of the required coursework may be undertaken on a part-time basis.

INTERNSHIP REQUIREMENTS

During the second year of the M.Ed. (Focus 2) program, an internship of approximately two days per week in an appropriate professional helping institution is required. Individual arrangements must be made with the Coordinator of Internships. This internship could also meet one of the internship requirements of the Ed.D. program should a student be admitted to that program at a later date.

Please note: Prior to admission to the Ed.D. program students who have not had previous research experience are required to complete a Qualifying Research Paper (QRP). A research project may be undertaken as part of the student's M.Ed. program through an individual reading and research course (1252 F,S,H) which later might, if appropriate, be submitted as the QRP requirement.

3. SCHOOL PSYCHOLOGY

MASTER OF ARTS WITH SPECIALIZATION IN APPLIED PSYCHOLOGY (SCHOOL CONSULTANT OPTION)

This program is designed to prepare students for careers in psychological services in the schools. Graduates of the program will be qualified to act as school consultants in the detection and solution of psychoeducational problems, including the diagnosis and treatment of learning and adjustment problems in school and community settings.

Admission to the two-year M.A. program ordinarily requires a preparation equivalent to the University of Toronto four-year undergraduate degree in Psychology. Graduates with three-year undergraduate degrees in Psychology must take a fourth year of relevant study before applying for admission to the M.A. program.

Note: Miller Analogies Test scores must be submitted at the time of application for admission to the M.A. program (School Consultant Option). For further information see page 17.

The program normally requires a minimum residence period of two academic years.

The following is a list of the normal requirements, within which the student and the advisor devise an individualized program that takes into account the student's background and preferences, departmental rules, requirements already met, and course availability:

(a) The School Consultant Program requires the completion of a minimum of twelve half-courses and the submission of a satisfactory master's thesis.

(b) The twelve half-courses to be selected will comprise a maximum of nine required half-courses and a minimum of three half-course options, selected as follows:

– All students are ordinarily required to take 1219F,S,H Professional Orientation and Ethics in School Psychology;

1220F,S,H and 1221F,S,H Seminar and Practicum in School Psychology, Part I and Part II, respectively; and 1216F,S,H Psychoeducational Assessment.

– 1666F,S,H Elements of Statistics. Some students will be excused from taking this course because of their having satisfactory substitutes already on their university records.

– The student must also choose at least four half-courses, such as those on the following list, in order to gain theoretical and practical competence in the area of behavior management:

1217 F,S,H Behavior Modification and Behavior Therapies
1222 F,S,H Behavior Modification Techniques, with Practicum
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnostics and Psychotherapy
1237 F,S,H Intellectual Development and Instructional Design
1261 F,S,H Group Work in Counselling
3217 Y Practicum in Counselling Psychology
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-Service Training and Teacher Consultation
3227 F,S,H Play and Education

Students may fulfil the remainder of their program with one or more of the courses in the list preceding, or any of the courses in the Department of Applied Psychology for which they have the prerequisites and in which there are places. Students may also choose to take OISE courses outside the Department of Applied Psychology.

(c) There are a few restrictions concerning the choice of optional courses:

– A maximum of two OISE courses may be chosen from outside the Department of Applied Psychology.

– Students must take at least twelve half-courses at OISE, but, if their background permits, they may be able to substitute even further for some of the foregoing requirements.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN APPLIED PSYHOLOGY (SCHOOL PSYCHOLOGY OPTION)

This program is intended to prepare a person to help in the solution of practical psychoeducational problems (see Master of Arts with Specialization in Applied Psychology, School Consultant Option), as well as to be active in applying psychological principles to the total school situation. Graduates of this program would probably find themselves in a position of greater administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. This is a more extensive and intensive applied and scientific preparation than is usually the case for positions requiring the master's degree.

Students intending to proceed to the doctoral degree should normally enter with the University of Toronto four-year undergraduate degree in Psychology or equivalent, and with the two-year M.A. degree described under the heading Master of Arts with Specialization in Applied Psychology (School Consultant Option). However, a limited number of outstanding students holding an appropriate master's degree in Psychology from elsewhere will be admitted to a two-year doctoral program.

Note: Miller Analogies Test and Graduate Record Examination scores must be submitted at the time of application for admission to the Ph.D. program (School Psychology Option). For further information see page 17.

The combined master's and doctoral program normally requires a minimum residence period of four academic years.

The following is a list of the normal
ourse requirements, within which the
tudent and advisor devise an individual-
zed program that takes into account the
tudent's background and preferences,
lepartmental rules, requirements
lready met, course availability, and
nternship placements.

'irst Year
\ student accepted into the Ph.D.
rogram having already earned a
naster's degree in Applied Psychology,
vith an acceptable master's thesis, at
nother university, but not considered to
e equivalent to the M.A. School
Consultant Option program, may be
equired to take a three-year doctoral
rogram. The first year will be designed
ndividually to provide the student with
raining equivalent to that received by
ur own students in their two-year M.A.
rogram.

Vote: Students entering the first or
econd year of the Ph.D. program with
o school experience will be expected to
articipate for credit in courses
219F,S,H, 1220F,S,H, and/or
221F,S,H. In such cases, course
202F,S,H will be taken in the next
ear of the program.

'econd and Third Years
ı) A major comprising at least four
alf-course equivalents plus internship:

a combination of
666 F,S Intermediate Statistics and Research Design
o be arranged by advisor, if appropri-
te), and
205 F,S,H Research Methods in School and Community Psychology

r a combination of either 3666F,S or
205F,S,H with
226 Y Interpretive Methods in Psychoeducational Research
, with advisor's approval, another
ourse in statistics or computer applica-
ons which best meets student's needs.

ii. one half-course from the 3200 series in Applied Psychology

iii. a practicum:
3202 F,S,H Advanced Practicum in School Psychology

iv. an internship in school and community psychology.

The supervised internship in a school and/or community setting will require a minimum of three days per week for ten months.

(b) A first minor comprising two half-course equivalents to be selected from the following topic areas:

PSYCHOEDUCATIONAL ASSESSMENT:
1216 F,S,H Psychoeducational Assessment
1237 F,S,H Intellectual Development and Instructional Design
3224 F,S,H Individual Personality and Educational Assessment: Part I
3225 F,S,H Individual Personality and Educational Assessment: Part II
3240 F,S,H Projective Techniques

DIAGNOSTICS AND PSYCHOTHERAPY:
1224 F,S,H Psychopathology of Childhood
1225 F,S,H Practicum in Diagnostics and Psychotherapy
3241 Y Advanced Practicum in Diagnostics and Psychotherapy

COUNSELLING:
3215 F,S,H Seminar in Counselling Psychology: Part I
3216 F,S,H Seminar in Counselling Psychology: Part II
3217 Y Practicum in Counselling Psychology

BEHAVIOR MODIFICATION:
1217 F,S,H Behavior Modification and Behavior Therapies
1210 F,S,H Learning Styles and Teaching Approaches
1222 F,S,H Behavior Modification Techniques, with Practicum

TEACHING STRATEGIES AND CONSULTATION SKILLS:

1210 F,S,H Learning Styles and Teaching Approaches
3222 F,S,H Analysis of Teaching Strategies
3223 F,S,H In-Service Training and Teacher Consultation

LEARNING AND COGNITIVE PROCESSES:

3200 F,S,H Research Seminar on the Cognitive Processes in Education
3209 F,S,H Psycholinguistics: Language, Thought, and Instruction
3220 F,S,H Analysis of Learning Tasks
3237 F,S,H Recent Theoretical Advances in Intellectual Development

PERSONALITY AND MOTIVATION:

1204 F,S,H Personality and Education
1207 F,S,H Motivation in Educational Contexts
3212 F,S,H Motivational Contexts and Learning

CENTRAL NERVOUS SYSTEM FUNCTIONING AND LEARNING DISABILITIES:

3214 F,S,H Central Nervous System Information Processing and Children's Learning
2240 F,S Cognitive Neurology
2710 F,S Neuropsychology

The last two are offered in the Department of Psychology at the University of Toronto

EDUCATION OF YOUNG CHILDREN:

1231 F,S,H The Psychology of Reading
1232 F,S,H Psychoeducational Appraisal in Teaching
3206 F,S,H Research Seminar in Cognitive Development and Learning in Early Childhood
3227 F,S,H Play and Education

Occasionally, students may be able to select two other related OISE half-courses as a first minor.

(c) A second minor, consisting of a full course, or two half-courses, taken outside the Department of Applied Psychology. In some cases, students may be allowed credit for the second minor on the basis of appropriate graduate courses already completed in some other university department.

In addition to the above courses, any options desired by the student, or courses deemed necessary by the faculty advisor, may be taken.

(d) Comprehensive examinations in core areas of psychology and professional specialization.

(e) A dissertation is also required.

4. MASTER OF EDUCATION FOR SPECIAL PURPOSES

Most students find that regular M.Ed. programs meet their needs. However, some students who have specialized interests can design their own programs by choosing courses from the different divisions of this department. Admission procedures will require that the student's program be approved by the department before the student may be accepted. All applications must include a rationale for taking a Special Purposes M.Ed. degree program. Further information about this degree will be found on page 36.

Please note: All new applications for this degree commencing in the Regular Session or the Summer Session *must be submitted by February 1.* All continuing part-time applications for admission to courses must be submitted by *April 1.*

The following are examples of special purpose areas which emphasize particular interests.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON EARLY CHILDHOOD EDUCATION

Through the Master of Education for

Special Purposes, students may develop a focus on Early Childhood Education within the Educational Psychology division of the department. The focus consists of a core of three required half-courses:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology
1241 F,S,H Methods of Early Education and Child Care

plus optional courses in early childhood education and related areas in Applied Psychology and other departments, drawn from a list of relevant offerings: e.g.,

1224 F,S,H Psychopathology of Childhood
1237 F,S,H Intellectual Development and Instructional Design
3207 F,S,H Research Seminar in Child Development
3221 F,S,H Individual Differences and Instruction in Thinking
3227 F,S,H Play and Education
3241 Y Advanced Practicum in Diagnostics and Psychotherapy
1284 F,S,H Behavior Disorders in Relation to Education
1308 F,S,H Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior
1365 F,S,H Programs and Practices in Early Education
3365 F,S,H Curriculum Issues in Preschool and Primary Education
3447 F,S,H Competence, Development, Maturity: Philosophical Problems in the Study of Children's Culture and Education
1907 F Changes in Families and Policy Consequences for Government and Education

Three of the five optional courses in an eight half-course M.Ed. program and five of the seven optional courses in a ten half-course program must have substantial emphasis on early childhood education or development.

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON MULTICULTURAL STUDIES

The aim of this focus is to help prepare students who intend to operate, or are operating, primarily in a multicultural school or community setting. The academic and practical training will be multidisciplinary and interdepartmental. Students will be permitted to take courses related to multicultural education in OISE and in other graduate departments of the University of Toronto.

Dr. Aaron Wolfgang and Dr. S. B. Kent Henderson will be the faculty advisors. It is suggested that these advisors be consulted before applying for admission. Students will be required to take the following courses:

1212 F,S,H Psychological Aspects of Counselling and Teaching New Canadians (*A. Wolfgang*)
1252 F,S,H Individual Reading and Research in Applied Psychology: Master's Level (*S. B. K. Henderson, S. Miezitis, J. Quarter,* and *A. Wolfgang*)

plus at least one elective from the Department of Applied Psychology, as well as two courses from the following:

1317 Y Theory of Second-Language Teaching (*H. H. Stern*)
1336 F,S,H Second-Language Learning (*M. Swain*)
1337 F,S,H Bilingual Education and Bilingualism (*M. Swain*)
1380 F,S,H Minority Groups and Cultural Determinants of the Curriculum: A Colloquium (*G. L. McDiarmid*)
1428 F,S,H Immigrant and Ethnic Concerns in the History of Canadian Education (*H. Troper*)
1903 S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education (*J. R. Mallea*)

The Department of Applied Psychology does not offer a doctoral program in

Multicultural Studies. Students wishing to qualify for admission to doctoral programs in Counselling or Educational Psychology must satisfy the normal requirements for a Master of Education degree in those specializations, including the satisfactory completion of a Qualifying Research Paper (QRP).

MASTER OF EDUCATION FOR SPECIAL PURPOSES WITH AN EMPHASIS ON COUNSELLING

Through a Master of Education for Special Purposes with a focus in Counselling, students may develop a program within the Counselling Psychology Division of the department. It is understood that there are students for whom the Master of Education Programs in Guidance and Counselling, Focus 2 Counselling, or Adult Education and Counselling are inappropriate.

This focus consists of a core of three required courses:

1202 F,S,H Theories and Techniques of Counselling
1203 Y Practicum in Counselling
1261 F,S,H Group Work in Counselling

plus optional courses in Counselling and related areas in Applied Psychology and other departments.

THE POLICY OF THE ONTARIO BOARD OF EXAMINERS IN PSYCHOLOGY ON INDEPENDENT PRACTICE

The Department of Applied Psychology wishes to draw your attention to a policy statement by the Ontario Board of Examiners in Psychology regarding independent practice for a fee.

"The Board does not approve private practice by candidates on the Temporary Register, and certainly cannot countenance similar activities by students.

By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the Board of Examiners, a serious question of good professional judgment may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

ELECTIVE COURSES IN THE DEPARTMENT OF APPLIED PSYCHOLOGY

M.Ed. students not enrolled in the regular programs already described may, by arrangement with the Department of Applied Psychology, enrol in a maximum of two half-courses. In exceptional cases, a student may enrol in more than two half-courses by arrangement with the advisor, the Department of Applied Psychology, and the instructor of the course under consideration.

COURSES

A course is identified with this department when the first two digits in the course number are 12 or 32. Exceptions to this system are course numbers in the 1280s, 1290s, 3280s, and 3290s; all of these are now in the Department of Special Education.

1200 F,S,H INTRODUCTION TO EDUCATIONAL PSYCHOLOGY

Analysis and application of principles of learning, motivation, and social behavior in school situations.
Staff

1201 F,S,H CHILD AND ADOLESCENT PSYCHOLOGY

The factors involved in child development (preschool period, early school years, intermediate years, adolescence)

and the problems of each period. The preventive and remedial phases of mental health.
P. Gamlin

1202 F,S,H THEORIES AND TECHNIQUES OF COUNSELLING
An appraisal of a number of basic theories of counselling and approaches to inducing client change. Extensive use will be made of a variety of video and audio materials to illustrate the topics under consideration.

Full-time Guidance and Counselling students may take 1202F,S,H concurrently with 1203Y. Students who do not have a basic academic background in psychology and counselling are required to obtain permission from the instructor before enrolling in the course.
L. E. Pass, J. Wine, and staff

1203 Y PRACTICUM IN COUNSELLING
Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting.

In addition to regular class meetings and time spent in individual supervision with the instructor, Guidance and Counselling students are required to be in attendance one full day per week at their practicum setting, while students in Adult Education and Counselling must spend two full days. Practica for Guidance and Counselling students are arranged by the department for all full-time students and part-time students in attendance during the Summer Session. Part-time students during the Regular Session, however, are required to make their own arrangements. Such arrangements are a requirement for approval of enrolment in the course and must be confirmed with the course instructor.

Note: Practicum plus class work during the Summer Session takes a full day each day of the week.

The practica for all Adult Education and Counselling students must be arranged by consultation with the administrator of that program. The committee for that program reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.

Note: All counselling practica must be done through OISE. Practica done at other universities may not be considered as substitutes.

Prerequisite: 1202F,S,H. Non-Counselling students require the permission of Dr. L. E. Pass.
M. Guttman, V. Darroch, L. E. Pass, and *J. C. Weiser*

1204 F,S,H PERSONALITY AND EDUCATION
Personality theory, research, and applications are related to specific areas of instruction, classroom management, and counselling, and to more general educational issues. Cognitive, behavioral, and phenomenal viewpoints are reviewed with reference to principles of adaptation, motivational dynamics, personality development, and behavior change. Personality-trait, situationist, and interactionist approaches to theory, research, and educational applications are studied and compared.
S. B. K. Henderson

1205 H INDIVIDUAL INTELLECTUAL ASSESSMENT
Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford-Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.

Prerequisite: Permission of the instructor.
Staff

1206 F,S,H SEMINAR: LEARNING AND COGNITIVE PROCESSES IN EDUCATION
An examination of theoretical aspects of

human cognition and their relevance to everyday life. Theoretical topics include the representation of knowledge, knowledge acquistion in reading and learning, and maintaining knowledge in memory. Practical topics include cognition and instruction, cognition and the law, memory in everyday life, and individual differences in cognition.
S. Palef

1207 F,S,H MOTIVATION IN EDUCATIONAL CONTEXTS
Behavioral and cognitive approaches to motivation of the learner are examined and then related to areas of instruction and classroom management. Topics include the role of motivation in the development of competencies, interests, and preferences. Studies of motivational processes in the contexts of play, humor, and problem-solving are related to models of traditional and open education.
S. B. K. Henderson

1209 F,S,H SEMINAR: SOCIAL PSYCHOLOGY AND EDUCATION
Research and theory in social influences on educational achievement. Among the social influences to be considered are social class, ethnic group, sex, and the youth culture.
J. Quarter

1210 F,S,H LEARNING STYLES AND TEACHING APPROACHES
Considers relation between student learning style and teaching approaches with an emphasis on how teachers can adapt their approaches. In addition to reviewing relevant research, students will engage in experiential exercises and view demonstration tapes.
D. Hunt

1212 F,S,H PSYCHOLOGICAL ASPECTS OF COUNSELLING AND TEACHING NEW CANADIANS
The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians will be considered.
A. Wolfgang

1215 H SEMINAR: GROUP PROCESSES
This is an advanced course for students in Counselling and other interested students who have had some previous group work experience. This course encompasses a consideration of group dynamics and group development and organizational development. Personal participation and the development of interpersonal skills and leadership skills in group work will receive major emphasis especially as these relate to theoretical and professional issues in counselling practice.
M. Guttman

1216 F,S,H PSYCHOEDUCATIONAL ASSESSMENT
Theory and practicum in psychological assessment techniques applied in school settings. Individual intelligence testing, with emphasis on the Wechsler Intelligence Scale for Children, tests of specific cognitive and attentional disabilities, and assessment of atypical children, will be taught. Primarily for students in the School Psychology program.
P. J. Caplan

1217 F,S,H BEHAVIOR MODIFICATION AND BEHAVIOR THERAPIES
This course will include a broad variety of behavior-focussed therapies now in use. A limited self-modification project

will be required of each student and will be one determinant of the final grade.
P. J. Caplan

1219 F,S,H PROFESSIONAL ORIENTATION AND ETHICS IN SCHOOL PSYCHOLOGY

An examination and discussion of the historical development of school psychology and the laws and ethics that guide its practice.

Prerequisite: Permission of the instructor.
S. B. K. Henderson

1220 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART I

Discussion of professional relations in schools and strategies of applying psychological principles to educational problems. Includes seminar and observational practicum in schools. School Psychology students only.
R. J. Friedman (Practicum: *P. J. Caplan, R. J. Friedman, S. B. K. Henderson, S. Miezitis,* and *O. Weininger*)

1221 F,S,H SEMINAR AND PRACTICUM IN SCHOOL PSYCHOLOGY: PART II

Further examination and discussion of professional relations in schools, ethical considerations, strategies of applying psychological principles to educational problems in the school, and case conferences. Includes seminar as well as practicum in the schools, one day per week. School Psychology students only.

Prerequisites: 1219F,S,H and 1220F,S,H.
S. Miezitis and *O. Weininger* (Practicum: *P. J. Caplan, R. J. Friedman, S. B. K. Henderson, S. Miezitis,* and *O. Weininger*)

222 F,S,H BEHAVIOR MODIFICATION TECHNIQUES, WITH PRACTICUM

Practicum and instruction in appropriate use of behavior modification echniques for managing classroom behavior problems and scholastic difficulties. Under supervision, each student will perform, and/or supervise, a number of behavior modification projects.

Prerequisites: 1217F,S,H or equivalent, and permission of the instructor.
Staff

1224 F,S,H PSYCHOPATHOLOGY OF CHILDHOOD

Consideration of the meaning of atypical behavior in children, focussing on its origin, characteristics, social and educational consequences, and amenability to change. These aspects will be examined against the background of the broad range of normal personality development from the preschool period through adolescence.
O. Weininger

1225 F,S,H PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.

Prerequisite: Permission of the instructor.
R. J. Friedman

1226 F,S,H SELECTED PROBLEMS IN EDUCATIONAL PSYCHOLOGY

For first-year M.A. and Ph.D. students in Educational Psychology. Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

1227 H PRACTICUM IN EDUCATIONAL PSYCHOLOGY

The purpose of the practicum is to help both M.Ed. and M.A. students understand how research can be important for classroom practice. M.A. students will work with M.Ed. students in the

classroom and meet as a group to discuss this experience. A variety of research methodologies will be explored to clarify the relationship between applied and basic research. This investigation will yield procedures for conducting research in such a way that it is relevant to the needs of the school system and simultaneously makes a contribution to knowledge.
P. Gamlin and staff

1228 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART I

This course will examine one of several contemporary models of psychotherapy such as Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy. The particular model to be examined will be named in the schedule of courses each year.
Staff

1229 F,S,H INDIVIDUAL AND GROUP PSYCHOTHERAPY FOR COUNSELLING: PART II

Each year this course will examine a model which is different from that dealt with in 1228F,S,H.

Prerequisite: Permission of the instructor.
Staff

1230 F,S,H PRACTICUM IN VALUE EDUCATION

This course is a practicum for teachers involved in the area of moral education and related areas (e.g., social studies, humanities, religious education, etc.). It will involve discussions every two weeks and practical implementation in teaching situations.

Prerequisite: Permission of the instructor.
Staff

1231 F,S,H THE PSYCHOLOGY OF READING

The course examines *(a)* current psychological theory and research on fluent and beginning reading and *(b)* methods of reading instruction, including both traditional programs and those under development. The course will emphasize critical analysis of psychological findings, and methods of applying the results of research to the development of programs of reading instruction.
S. Palef

1232 F,S,H PSYCHOEDUCATIONAL APPRAISAL IN TEACHING

The course will combine theory and practicum in the use of classroom observation techniques, diagnostic teaching approaches, and pupil interviews in the assessment of children's learning problems. In the practicum the teachers will learn to assess individual learning styles in their pupils and will experiment with alternate teaching approaches to foster learning in children who experience difficulty.
S. Miezitis

1233 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART I: CONCEPTUAL DIMENSIONS

Conceptual issues fundamental to educational practice are examined from several theoretical and empirical perspectives. Such issues as cognitive development, language development, moral development, learning, instruction, abilities, and motivation are examined with a view both to increasing psychological understanding and to improving educational practice. For all first-year students in Educational Psychology; otherwise by permission of the instructor.
D. R. Olson

1234 F,S,H PSYCHOLOGICAL ANALYSIS OF EDUCATIONAL ISSUES: PART II: CURRENT ISSUES

This course will extend the theoretical perspectives developed in 1233F,S,H and apply them to current issues in educational thought and practice. This course is available only to those who

have taken 1233F,S,H.
D. R. Olson

1235 F,S,H RESEARCH METHODS IN EDUCATIONAL PSYCHOLOGY

A seminar course to provide a background in basic research skills for students in Educational Psychology. Topics will include research designs, statistical models for data analysis, methods of data gathering, and computer usage. Specific research reports are studied in order to illustrate the translation of theoretical statements into hypotheses and research designs.
C. Bereiter and staff

1236 F,S,H PSYCHOLOGY OF EDUCATIONAL CHANGE

This course is intended to help those involved in educational innovation to understand aspects of the change process through some basic psychological concepts and the interrelationships between the individual and the system. Cognitive and affective aspects of individual adaptation, or resistance, to change and some interpersonal factors operating within school systems will be examined. A critical look at studies of the effect of attitude and personality on innovativeness will be included.

The course is designed for teachers, resource personnel, and administrators already involved in the process of curriculum innovation. Students will be required to examine some aspect of their own work toward educational change in the light of the concepts studied.
C. Nash

1237 F,S,H INTELLECTUAL DEVELOPMENT AND INSTRUCTIONAL DESIGN

The purpose of this course is to provide students with a basic understanding of the manner in which children's thought processes develop during the preschool, elementary school, and high school years; also to develop skills for utilizing this understanding to improve the design of classroom and remedial learning activities during each period.
R. Case

1238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

A course designed to permit the study (in a formal class setting) of a specific area of applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Regular Session and Summer Session timetables.

1241 F,S,H METHODS OF EARLY EDUCATION AND CHILD CARE

This course is a concept-oriented analysis of methods of early child care and education. Problems of child care, both at home and in group settings, are examined in a socio-historical framework and methods discussed in terms of current developmental theory and research. The research methodology, the strategies, the programs, and the findings related to social intervention will also be covered.
Staff

1252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1260 F,S,H FOUNDATIONS OF GUIDANCE AND COUNSELLING

Philosophical issues related to guidance and counselling decisions are debated, discussed, and evaluated. Counselling theories are evaluated and related to elementary and high school situations. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. Experimental approaches in counselling are

discussed, and students actually design experiments for potential use in investigating counselling problems, or for programs related to their jobs. The impact of nonverbal communication on the counsellor–student relationship is examined.
A. Wolfgang

1261 F,S,H GROUP WORK IN COUNSELLING

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work.
R. M. Laxer, L. E. Pass, J. C. Weiser, and *A. Wolfgang*

1262 H ORGANIZATION AND ADMINISTRATION OF GUIDANCE SERVICES

A course for professional guidance workers that examines principles, problems, and procedures in the organization and administration of guidance services in a single elementary or secondary school, in a municipal or provincial system, and in a constellation of schools within such a system. Particular attention will be given to such topics as the functions of school personnel in guidance; in-service training; integration of school and community resources; coordination of elementary, secondary, and postsecondary school programs; guidance testing programs; information services; placement and follow-up activities.
Staff

1266 F,S,H THEORY AND PRACTICE OF VOCATIONAL DEVELOPMENT

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of vocational development, the role of information, assessment of career development, career guidance programs, and recurring issues in career guidance. (Students are encouraged to take 1611F,S, Educational and Psychological Testing for Guidance Personnel, prior to taking this course.)
S. A. Alvi

1267 Y ADVANCED PRACTICUM IN COUNSELLING

A continuation of 1203Y, designed primarily for M.Ed. students.

Prerequisites: 1202F,S,H, 1203Y, and permission of the instructor.
Staff

RESEARCH SEMINARS AT THE DOCTORAL LEVEL

The following research seminars are intended primarily for doctoral students in the Department of Applied Psychology. M.A. students may enrol in 3207F,S,H and 3208F,S,H. Basic research in the area of specialization is reviewed with a special emphasis on the formulation of testable hypotheses that might lead to a contribution to the field of educational psychology.

3200 F,S,H RESEARCH SEMINAR ON THE COGNITIVE PROCESSES IN EDUCATION

An examination of knowledge – its representation, acquisition, and maintenance in memory. Topics include models of semantic memory, perception, attention, reading, aspects of language comprehension, learning, memory and its development, and individual differences in cognition.
S. Palef

3201 F,S,H THE DEVELOPMENT OF COGNITIVE COMPETENCIES

This course is concerned with the development of intelligence as a specialized mode of thought, and with the role that literate uses of language and formal schooling play in that development. A variety of theoretical perspectives will be brought to this problem: (1) the development of art, science, and literature, that is, the cultural–historical perspective, (2) the development of patterns of competence in widely different cultural environments, that is, the anthropological–psychological perspective, (3) the cognitive developmental perspective, and (4) the individual-differences perspective.

Prerequisite: Permission of the instructor.
D. R. Olson

3202 F,S,H ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

Second-year students, under faculty supervision, will supervise M.A. students in 1219F,S,H, 1220F,S,H, and 1221F,S,H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.

Prerequisite: 1219F,S,H, 1220F,S,H, and 1221F,S,H.
P. J. Caplan, R. J. Friedman, S. Miezitis, and *O. Weininger*

3203 Y PSYCHOLOGICAL DIMENSIONS OF SOCIAL ETHICS

The course attempts to develop themes which raise critical questions about contemporary social institutions and values. The interrelationship between these broad cultural themes and the institution of the school will be analysed in detail. The profession of psychology will come under critical scrutiny in an ideology critique which looks at the role of psychological technology in the schools.
E. V. Sullivan

3204 F,S,H ETHICAL ISSUES IN PSYCHOLOGICAL RESEARCH AND PRACTICE

This course attempts to analyse the moral and ethical elements in psychological research, theory, and practice. The first part of the course will cover philosophical and psychological theories, ending in the analysis of concrete ethical issues. The second part of the course will be directed toward ethical issues raised by current research practices and theories in psychology and their import in an educational context. The course is appropriate for students in all divisions of applied psychology with an emphasis on their role as psychological professionals. The content would undoubtedly be helpful for students who will eventually take certification examinations for registration with the Ontario Board of Examiners.
E. V. Sullivan

3205 F,S,H RESEARCH METHODS IN SCHOOL AND COMMUNITY PSYCHOLOGY

An advanced seminar for Ph.D. candidates on research methodology applicable to the solution of theoretical and practical problems in school and community psychology.

Students will engage in the formulation of a significant research problem related to school and community psychology and will develop and apply research strategies to the solution of this problem.

Prerequisite: Permission of the instructor.
M. Orme

3206 F,S,H RESEARCH SEMINAR IN COGNITIVE DEVELOPMENT AND LEARNING IN EARLY CHILDHOOD

An intensive focus on cognitive processes and developmental learning in infancy and early childhood. Discussed are concepts, methods, issues, problems of research, and the development of educational methods and programs for young children. Review papers are included; also empirical work on problems and the development of materials, methods, and measures in

relation to ongoing infant and/or preschool programs.
Staff

3207 F,S,H RESEARCH SEMINAR IN CHILD DEVELOPMENT

This course will familiarize students with current issues in child development. The primary emphasis is given to an exploration of various paradigms of developmental research: descriptive research charting the course and character of developmental change; research on developmental stages; multivariate analyses of age changes; experimental manipulation of developmental change; studies of individual differences in the context of age changes.

Prerequisite: Permission of the instructor.
P. Gamlin

3208 F,S,H RESEARCH SEMINAR IN ADOLESCENT DEVELOPMENT

The seminar will be divided into four parts, and each part will be covered by either of the staff members listed below. The four major areas are: (1) emotional and affective processes during adolescence, (2) intellectual development and creativity, (3) adolescent values, (4) social dimensions of the adolescent years.
S. Miezitis and *O. Weininger*

3209 F,S,H PSYCHOLINGUISTICS: LANGUAGE, THOUGHT, AND INSTRUCTION

This course examines current research on psycholinguistics including syntax, semantics, and pragmatics. Topics considered are language development, language comprehension, language production, and language and literacy, as well as the role of linguistic processes in perception, thinking, and instruction.

Prerequisite: Permission of the instructor.
D. R. Olson

3210 F,S,H RESEARCH SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course will emphasize two general topics: (1) a social-psychological analysis of the teaching/learning process and how such an analysis can facilitate liaison between psychology and education, and (2) a social-psychological analysis of the implementation of psychological ideas into educational practice. In both cases, specific examples will be used and the potential role of the educational psychologist in implementation will be considered.
D. Hunt

3211 F,S,H SEMINAR IN SOCIAL PSYCHOLOGY IN EDUCATION

This course deals with various perspectives of education achievement, including the functional view of achievement, the anti-achievement ethic, and humanistic achievement. Institutions supporting the various perspectives will be analysed in order to integrate ideas with education practice.
J. Quarter

3212 F,S,H MOTIVATIONAL CONTEXTS AND LEARNING

This seminar examines cognitive and behavioral approaches to human learning and motivation. Motivational contexts for instruction, problem-solving, and behavior management are discussed as topics in externally directed behavior. Motivational contexts of exploration, play, humor, and free operant behavior are considered as topics in internally directed behavior. Motivational principles are derived for the analysis of models of education contexts, assumptions, and goals.
S. B. K. Henderson

3214 F,S,H CENTRAL NERVOUS SYSTEM INFORMATION PROCESSING AND CHILDREN'S LEARNING

The relation between central nervous

system development, early stimulation, early deprivation, and subsequent intellectual and cognitive abilities is investigated. Also studied is present information concerning some aspects of neuropsychological impairment on subsequent learning.

Prerequisite: Permission of the instructor.
O. Weininger

3215 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART I

For students in the Ed.D. program in Counselling Psychology. Theories of counselling and psychotherapy are examined within a framework of current issues in psychology. This course also addresses theories of counselling and psychotherapy through reflective analysis.
V. Darroch

3216 F,S,H SEMINAR IN COUNSELLING PSYCHOLOGY: PART II

Research, and a variety of research issues, in counselling and psychotherapy are examined. Students are required to demonstrate mastery of at least one area of research in counselling or psychotherapy through an in-depth analysis and critique of that area.
A. Wolfgang

3217 Y PRACTICUM IN COUNSELLING PSYCHOLOGY

Prerequisite: Permission of the instructor required of all students other than those in Counselling Psychology.
C. M. Christensen and staff

3218 F,S,H RESEARCH SEMINAR IN COUNSELLING

A weekly seminar focussing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.

Prerequisite: 3216F,S,H.
J. Wine

3220 F,S,H ANALYSIS OF LEARNING TASKS

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time the course is offered it has a focus on a different instructional problem. About half the course sessions are conducted in a school setting where supervised individual work with children is carried out related to the designated problem.
C. Bereiter

3221 F,S,H INDIVIDUAL DIFFERENCES AND INSTRUCTION IN THINKING

This seminar will examine the processes involved in learning, playing, and developing from various theoretical points of view, and will review and devise methods of measuring individual differences in these processes. Special emphasis will be given to problem-solving, and to creativity in the problem-solving process. Students will be expected to participate actively in preparing papers for the seminar.

Prerequisite: Permission of the instructor.
P. Gamlin

3222 F,S,H ANALYSIS OF TEACHING STRATEGIES

Applied Focus: Direct consideration will be given to practice, analysis, and observation of teacher performance, and to basic teaching strategies. Exploration of the strategies in terms of classroom interaction, teacher training, supervision, and classroom research. *Theoretical Focus:* Social learning, modelling, practice, and feedback variables in teaching. This course is appropriate for anyone interested in teaching.

Prerequisite: Permission of the instructor.
M. Orme

3223 F,S,H IN-SERVICE TRAINING AND TEACHER CONSULTATION

Rationale and techniques of classroom interaction analysis: theory and practice of assessment of behavior and learning disorders in terms of classroom interaction patterns; rationale for treatment of behavior and learning problems within the classroom; theory and practice of change agentry. Practicum in the implementation of an in-service training/consultation model for offering psychological services to the schools.

Prerequisite: Permission of the instructor.
S. Miezitis

3224 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART I

This course provides advanced graduate students with knowledge relating to the theory and practice of personality assessment. A number of personality tests, objective and projective, will be considered. Specific consideration will be given to the use and interpretation of personality tests within the framework of specific theories of personality and methods of scientific inquiry.
Staff

3225 F,S,H INDIVIDUAL PERSONALITY AND EDUCATIONAL ASSESSMENT: PART II

This course is a continuation of 3224F,S,H. Selected personality tests, objective and projective, will be examined in greater depth, and interpretation of those tests will be related in some detail to selected theories of personality and psychopathology.
Staff

3226 Y INTERPRETIVE METHODS IN PSYCHOEDUCATIONAL RESEARCH

The purpose of this course is to provide students with a more extensive offering of research strategies which reflects some recent developments in psychological theory and research. The course will not emphasize quantitative statistics, but rather a discussion of alternative strategies of research where distribution statistics would be inappropriate. Analyses of autobiographical and biographical materials, case studies, participant observation, and other types of ideographic studies will be emphasized with a view to their potential contribution to educational research and methodology. This course would be appropriate for students in all dimensions of applied psychology. The course is not an alternative to the analysis of quantitative methods, and an assumed prerequisite is at least one course in quantitative methodology (e.g., 1235F,S,H, 1660F,S, 3205F,S,H, 3666F,S).
E. V. Sullivan

3227 F,S,H PLAY AND EDUCATION

A series of seminars dealing with the definition of the term "play" and its relation to the educational process of the young child, specifically in terms of project learning. The history of play will be examined in relationship to the various theories that have been advanced concerning the need children have to play; the functions of play, in terms of both infancy and early childhood development; and relating these functions to social, cognitive, physical, and emotional development. The seminars will also include information-giving processes to parents; relating play to the learning activities in early childhood education; the role of teachers; the classroom environment; evaluation of play in a classroom setting.

Prerequisite: Permission of the instructor.
O. Weininger

3228 Y THE CULTURAL EFFECTS OF MASS MEDIA ON HUMAN COGNITION: EDUCATIONAL DIMENSIONS

The course identifies the "mass media" as a powerful educational form in contemporary culture. Specifically the approach entails the application of a "critical theory" of society based on pioneer work of the Frankfort School. It will examine theory and research on the effects of the mass media (specifically television) on the development of human cognition.
E. V. Sullivan

3230 F,S,H DECISION-ORIENTED RESEARCH IN EDUCATIONAL PSYCHOLOGY

A course designed to familiarize students with problems and strategies of research in educational psychology when that research is oriented toward policy decisions on questions framed by someone other than the researcher. Examples of large-scale and small-scale policy research will be studied, with particular attention to the kinds of research an educational psychologist might be called upon to do if employed in a school system or government agency.
C. Bereiter

3232 F,S,H PRACTICUM IN COUNSELLING SUPERVISION

This course is intended to provide an opportunity for advanced students to learn skills of supervision.

Prerequisite: 3217Y or equivalent, and permission of the instructor.
J. C. Weiser

3233 F,S,H RESEARCH SEMINAR ON VOCATIONAL THEORY AND CAREER DEVELOPMENT

This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed. D. students.
S. A. Alvi and *M. Guttman*

3237 F,S,H RECENT THEORETICAL ADVANCES IN INTELLECTUAL DEVELOPMENT

This seminar focusses on contemporary theories of intellectual development. Theories of particular developmental processes (e.g., sensorimotor development, development of quantitative skills) as well as general theories of development will be covered. The relevance of contemporary developmental theory for instruction will also be considered.
R. Case

3238 F,S,H SPECIAL TOPICS IN APPLIED PSYCHOLOGY

Description as for 1238F,S,H, but at the doctoral level.

3240 F,S,H PROJECTIVE TECHNIQUES

An advanced course in verbal and nonverbal projective techniques.

Prerequisite: Permission of the instructor.
O. Weininger

3241 Y ADVANCED PRACTICUM IN DIAGNOSTICS AND PSYCHOTHERAPY

Prerequisite: Students wishing to take Dr. Weininger's section must have his permission and have completed 1224F,S,H. Students taking Dr. Friedman's section must have completed 1225F,S,H.
O. Weininger and *R. J. Friedman*

3242 S INTERPRETIVE ANALYSIS OF BIOGRAPHIES: IMPLICATIONS FOR EDUCATION

The bases of the interpretive approach as it will be discussed in this course rests

in aspects of phenomenology, existentialism, and structuralism which address the significance of biographies in the construction of knowledge. The focus of this course will be the theoretical addressing of biographies and the applications of interpretive theorizing to education and counselling practice and research. Topics will include: what interpretive theorizing is and what it requires; contrasts between interpretive theorizing and logical positivism and developmental approaches; the relationship between psychological and educational language and "ordinary" language; and reconceptualizations of various educational concepts and phenomena in terms of what interpretive analysis provides.
V. Darroch

3252 F,S,H INDIVIDUAL READING AND RESEARCH IN APPLIED PSYCHOLOGY: DOCTORAL LEVEL

Description as for 1252F,S,H, but at the doctoral level.

3266 F,S,H SEMINAR: APPLICATIONS OF PSYCHOLOGICAL ANALYSIS AND RESEARCH METHODS

An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field which will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals. Required of Ed.D. students in Educational Psychology; open to other doctoral students by permission of the instructor.
Staff

The following courses might also be of special interest to students in Applied Psychology:

Adult Education: 1106F,S,H

Curriculum: 1311F,S,H, 1313F,S,H, 1336F,S,H, 3311F,S,H

Measurement, Evaluation, and Computer Applications: 1503F,S,H, 1515F,S,H, 1520F,S,H, 3535S, 1680F, 3606Y, 3666F,S

Sociology in Education: 1903S

Curriculum

KENNETH A. LEITHWOOD, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(curriculum implementation and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
LEONARD BERK, *Ph.D. (Stanford)*
Associate Professor
(school program effects, the history of school practices, the politics of the school program)

J. PATRICK B. ALLEN, *Ph.D. (Essex)*
Associate Professor
(theoretical linguistics, educational linguistics of English, sociolinguistics)

CHESTER D. CARLOW, *Ph.D. (Syracuse)*
Associate Professor
(curriculum analysis in terms of meaningful learning criteria; curriculum research; mathematics curriculum development)

F. MICHAEL CONNELLY, *Ph.D. (Chicago)*
Associate Professor
(practical knowledge and practical reasoning, particularly as it applies to teacher decision-making; scientific enquiry as a basis for science curriculum)

RICHARD COURTNEY, *B.A. (Leeds), F.R.S.A.*
Professor, cross-appointed to the Centre for the Study of Drama, University of Toronto
(aspects of Being and Becoming, particularly: imagination; play; drama; the arts; creative and critical activities; personal, aesthetic, and cultural development)

BRYANT FILLION, *Ph.D. (Florida State)*
Associate Professor
(English curriculum development and instruction; teaching of writing and literature; language in the classroom; analysis of teaching)

RALPH GARRY, *Ph.D. (Stanford)*
Professor
(personal and social development of children; curriculum and school program development; process of change and innovation in schools)

BRENT S. KILBOURN, *Ph.D. (Toronto)*
Assistant Professor
(analysis of teaching; science education; epistemology as it relates to curriculum)

SHARON LAPKIN, *Ph.D. (Toronto)*
Assistant Professor
(educational linguistics of French; French language studies)

GARNET L. MCDIARMID, *Ph.D. (Syracuse)*
Associate Professor
(principles of curriculum and course development; education for minority groups, particularly Canadian Indians)

JOHN A. MCINNES, *Ed.D. (Columbia)*
Associate Professor
(reading; curriculum development and supervision of reading programs; children's literature)

ELLEN M. REGAN, *Ed.D. (State University of New York at Albany)*
Associate Professor
(early childhood/elementary education; instructional materials development; teacher/consultant decision-making)

DOUGLAS A. ROBERTS, *Ed.D. (Harvard)*
Associate Professor
(research on the relationship of theory to practice in curriculum, on the

science curriculum in elementary and secondary schools, and on science teacher education)

HANS H. STERN, *Ph.D. (London)*
Professor, and Director of the Modern Language Centre, cross-appointed to the Department of Linguistics, University of Toronto
(languages; applied linguistics; psycholinguistics; language pedagogy)

MERRILL K. SWAIN, *Ph.D. (University of California at Irvine)*
Associate Professor, cross-appointed to the Department of Linguistics, University of Toronto
(applied linguistics, psycholinguistics, particularly psychology of language learning and bilingualism; research and curriculum development in bilingual education)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed to Measurement, Evaluation, and Computer Applications
(applications of measurement and evaluation to curriculum; student and program evaluation)

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE, cross-appointed to Measurement, Evaluation, and Computer Applications
(evaluation of curricular programs; naturalistic evaluation; innovations and measurement of educational environments)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

MICHAEL CANALE, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(language testing; communication skills; minority language education; Canadian French sociolinguistics)

HENRY G. HEDGES, *Ed.D. (Toronto)*
Professor, and Head, OISE Niagara Centre
(elementary science, teacher education, differentiated staffing, role of volunteers, history of curriculum development and Ontario public reports – Hope and Hall–Dennis)

JOHN MILLER, *Ph.D. (Toronto)*
Associate Professor, OISE Northwestern Centre
(affective education, values education, transpersonal education, developmental theory, and curriculum implementation)

RAYMOND MOUGEON, *Ph.D. (McGill)*
Assistant Professor, Franco-Ontarian Centre
(minority language maintenance; minority language schooling; language acquisition by bilinguals; Canadian French dialects; sociolinguistics)

FLOYD G. ROBINSON, *Ph.D. (Alberta)*
Professor, OISE Northeastern Centre
(mathematics learning, complex intellectual functions, and curriculum decision-making)

JOHN A. ROSS, *Ph.D. (McMaster)*
Associate Professor, OISE Trent Valley Centre
(curriculum decision-making, values education, and school change strategies)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre
(evaluation and curriculum, and classroom studies)

ROBERT H. STINSON, *Ph.D. (Toronto)*
Professor, and Head, OISE Western Ontario Centre
(program implementation in school systems, school and school system

organizational problems, adult learning)

CROSS-APPOINTMENTS FROM OTHER INSTITUTIONS:

ROBERT ANDERSON, *Ph.D. (Alberta)*
Associate Professor, and Program Director with the Canada Studies Foundation

JOHN CLIPSHAM, *Ph.D. (Toronto)*
Assistant Professor, and Consultant: Research and Evaluation, Curriculum Resources Centre, Niagara South Board of Education

MARTIN A. FISCHER, *M.D. (Toronto)*
Assistant Professor, and Executive Director of the Toronto Art Therapy Institute

LEONARD POPP, *Ed.D. (State University of New York at Buffalo)*
Associate Professor, College of Education, Brock University

ASSOCIATED INSTRUCTORS:

FREDERICK B. RAINSBERRY, *Ph.D. (Michigan State)*
President, Saraswati Associates Ltd., Toronto

SANDRA SHINER, *Ph.D. (Toronto)*
Lecturer, Faculty of Education, University of Toronto

CONFIDENTIALITY OF STUDENT FILES

Department of Curriculum students have access to their own personal files in the department. All letters of reference written to the department on behalf of a student applying for admission to the department may be reviewed by the student. The department will, however, respect the wishes of external agencies who specifically require that recommendations made by them remain confidential.

PROGRAMS OF SPECIALIZATION

The Department of Curriculum offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees of the University of Toronto.

The study of curriculum includes consideration of the nature and functions of curriculum, and of issues and factors influencing curriculum development, design, and implementation, as well as examination of instructional situations, practices, and materials used in formal and informal educational programs. Research skills appropriate to such study are developed through coursework within the department. The resources of other disciplines, including philosophy, the social and behavioral sciences, and communications theory, are used to examine the relationship between curriculum and the nature of knowledge, the dynamics of communication, and learning and teaching.

The Department of Curriculum offers courses related to four major curriculum focuses: School Programs, General Curriculum, Curriculum Processes, and Language Education. Applicants may select their courses from within any one focus or from several focuses, although they are asked to indicate their primary interest at the time of application. Students may also choose courses from other departments of OISE or the School of Graduate Studies. The following descriptions of department focuses are included for purposes of illustration. No attempt has been made to list all courses which a student in a particular concentration may want to consider.

The *School Programs Focus* includes art and education, English education, environmental education, humanities in the curriculum, mathematics education, social studies education, and science education. While such divisions reflect existing subject distinctions in schools and permit in-depth study of curriculum issues within particular subjects, students may take courses dealing with various subjects, as well as in other focuses of the department. Some courses particularly relevant to the School Programs Focus are 1315F,S,H, 1316/2316H (offered in Summer Session only), 1320/2320F,S,H, 1322/2322F,S,H, 1327/2327F,S,H, 1340F,S,H, 1342F,S,H, 1343F,S,H, 1345F,S,H, 1379F,S,H, 3315F,S,H, 3316H (alternate Summer Sessions; not offered in 1981), 3320F,S,H, 3322F,S,H, and 3346F,S,H.

The *General Curriculum Focus* approaches curriculum study using such general concepts as "curriculum commonplaces" (e.g., teacher, learner, subject matter, and milieu), and addresses important curriculum issues such as the theory/practice relationship. This focus includes both the introductory and general curriculum courses offered by the department. Courses particularly relevant to the General Curriculum Focus are 1300F,S,H, 1302F,S,H, 1362F,S,H, 1380F,S,H, 1385F,S,H, 3300F,S,H, 3308F,S,H, 3309F,S,H, 3360F,S,H, and 3381F,S,H.

The *Curriculum Processes Focus* deals directly with the improvement of the school curriculum. Courses emphasize the nature and functions of curriculum processes such as deliberation, implementation, decision-making, consultancy, sequencing of materials, instruction, evaluation, and management. The focus on processes for effective management, relatively new in the department, should be of special interest to non-classroom personnel with curriculum responsibilities at the school and board level. Some courses especially relevant to the Curriculum Processes Focus are 1301F,S,H, 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1309F,S,H, 1358F,S,H, 1360F,S,H, 1363F,S,H, 1378F,S,H, 1398F,S,H, 1399F,S,H, 3301F,S,H, 3305F,S,H, and 3358F,S,H.

The *Language Education Focus* is concerned with language education, language learning, and the role of language throughout the curriculum. In addition to highly specific courses dealing with first- and second-language teaching and learning, bilingual education, and educational linguistics, more general courses deal with issues of concern to all students of language and curriculum. Some courses particularly relevant to the Language Education Focus are 1310F,S,H, 1311F,S,H, 1313F,S,H, 1317Y, 1318Y (not offered Regular Session 1980/81; offered Summer Session 1981), 1319F,S,H, 1326F,S,H, 1330Y, 1332Y, 1333Y, 1336F,S,H, 1337F,S,H, 3310F,S,H, 3311F,S,H, 3313F,S,H, 3319F,S,H, 3330F,S,H, 3332F,S,H, and 3336F,S,H.

MASTER OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.Ed. degree on pages 35 to 36. Ordinarily students who enter this program must have a minimum of one year of professional experience. In addition, those applying for this degree must submit:

1. A carefully prepared statement indicating in some detail the applicant's career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement, with the Department of Curriculum Program Planning Sheet (see item 2), receives close attention from the Department Admissions Committee.

2. A completed copy of the Department of Curriculum Program Planning Sheet, which is enclosed with the application

forms.

3. A single letter of reference from a university professor or other person in a position to judge the applicant's academic promise at the graduate level. No other letters of reference are required.

4. In most cases no standardized test scores are required for admission. However, in some cases the Miller Analogies Test or Graduate Record Examination scores may be requested by the Admissions Committee.

This program consists of eight half-courses as follows:

(a) 1300F,S,H Foundations of Curriculum Development;

(b) three other half-courses chosen within the Department of Curriculum;

(c) four elective half-courses chosen according to the individual's background and interests and approved by the faculty advisor. These may be selected from course offerings in any department of OISE, including Curriculum, or in another department of the School of Graduate Studies.

Note: Students accepted to a ten half-course program must take five half-courses within the Department of Curriculum.

OFF-CAMPUS COURSES IN CURRICULUM (*M.Ed. students only*)

The department offers some off-campus ections of curriculum courses to people n several areas of the province distant from Toronto. Admission requirements and standards for the M.Ed. program are the same for applicants living in off-campus locations as for applicants iving in the Toronto area. Off-campus tudents are required to complete at east two of their courses at OISE.

Information and application materials for off-campus courses to be offered in he 1981/82 Regular Session will be available from the Office of the Coordinator of Graduate Studies in the spring.

MASTER OF EDUCATION FOR SPECIAL PURPOSES

1. The Department of Curriculum, in cooperation with the Department of Measurement, Evaluation, and Computer Applications, offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 36).

2. The Department of Curriculum also offers an M.Ed. focus in Early Childhood Education. This focus consists of eight half-courses:

(a) the following four half-courses:

1300 F,S,H Foundations of Curriculum Development
1308 F,S,H Accommodation of Curriculum Planning to Needs of the Learner: Primary/Junior
1311 F,S,H Reading and Language Comprehension
1365 F,S,H Programs and Practices in Early Education

(b) four half-courses selected within the Department of Curriculum and/or from Early Childhood offerings in other departments. Relevant courses in other departments are on file with the focus advisor, Dr. Ellen Regan.

MASTER OF ARTS WITH SPECIALIZATION IN CURRICULUM

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the M.A. on pages 36 to 38. Ordinarily, students who enter this program must have a minimum of two years of professional experience. In addition, those applying for the M.A. in Curriculum must submit:

1. A carefully prepared statement indicating in some detail the applicant's

career plans, professional background and interests, and reasons for wanting to undertake a program in Curriculum. The statement should also indicate specific interests to be pursued in the applicant's program. This statement receives close attention from the Department Admissions Committee.

2. Two letters of reference from university professors or other persons in a position to judge the applicant's academic promise at the graduate level.

3. A score on the Miller Analogies Test (see page 17).

Students entering the Department of Curriculum without previous specialization in curriculum are required to undertake an M.A. program consisting of a master's thesis and ten half-courses if they have teacher certification; otherwise twelve half-courses are required.

In addition to completing the master's thesis, students in the M.A. program must undertake a minimum of half their coursework in this department, including 1300F,S,H Foundations of Curriculum Development. The remainder of their coursework may be selected from this department, from any other department of OISE, or from another department of the School of Graduate Studies with the approval of the student's advisor.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN CURRICULUM

The Ed.D. program in Curriculum is intended for established practitioners in positions that involve responsibility for curriculum design and implementation, including professional development of both preservice and in-service teachers. The program emphasizes the relationship between theoretical perspectives and curriculum practice in order to develop intellectual leadership among promising professionals in a variety of roles in education. In general, the Ed.D. thesis concerns some aspect of curriculum which may be studied within the framework of the candidate's professional role. The program is therefore designed primarily for Ontario practitioners whose professional responsibilities lend themselves to doctoral-level study, and who can normally conduct their thesis study on-the-job after completing the period of full-time resident study at OISE.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ed.D. on pages 38 to 40. The Qualifying Research Paper or its equivalent, referred to on page 39, must be completed before coursework for credit in the Ed.D. program is begun. However, the paper need not be completed at the time of application. In general, the Department of Curriculum's view of a Qualifying Research Paper is consistent with the guidelines contained in *The OISE Graduate Studies Handbook for Students and Faculty*, 1980/81 (pp. 19–20), and in the *Department of Curriculum Handbook* (pp. 39–40). If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

DEPARTMENTAL REQUIREMENTS

In addition to the general admission requirements the Department of Curriculum specifies the following:

(a) The applicant must have completed the University of Toronto M.Ed. or M.A. with specialization in Curriculum or equivalent.

(b) The applicant must submit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

(c) Early in the application procedure, the applicant should arrange an interview with appropriate faculty members.

(d) The applicant must have had at least three years of successful professional experience in education, including

curriculum experience beyond individual classroom planning.

PROGRAM AND PATTERN OF STUDY

Each program of study, which consists of a minimum of eight half-courses, is tailored individually with the exception that two core half-courses are required of all Ed.D. candidates during the year of residence.

The program usually begins with a period of no less than twelve months of "pre-resident" study, during which at least two half-courses must be undertaken on a part-time basis. In addition, candidates are required to begin discussions with their faculty advisor to delineate potential thesis problems in their own professional situation.

Twelve consecutive months of full-time study in OISE are required by the Department of Curriculum, normally commencing in July or September. Candidates are expected to complete a maximum of four half-courses during the regular academic session and develop a thesis proposal through to the point of approval by a thesis committee.

Once the candidate's residence is completed, any remaining coursework can be undertaken on a part-time basis. The thesis study is carried out in the professional situation to which the candidate returns, and sustained contact with the thesis committee is essential during this period. Candidates will typically find that about two years beyond the resident study is required to produce an acceptable thesis.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN CURRICULUM

The Ph.D. program in Curriculum is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. Ordinarily, students who enter this program have a minimum of two years of professional experience.

Applicants for admission should refer to the General Information section of this Bulletin, and to the general requirements for the Ph.D. on pages 40 to 41. In general, the Department of Curriculum's view of a Qualifying Research Paper (cited on page 40 of this Bulletin) is consistent with the guidelines contained in *The OISE Graduate Studies Handbook for Students and Faculty*, 1980/81 (pp. 19–20), and in the *Department of Curriculum Handbook* (pp. 39–40). If the applicant has completed a master's thesis, a copy of the thesis should be submitted with the application.

In addition, the Department of Curriculum requires applicants to submit a score on the Aptitude Test of the Graduate Record Examination (see page 17).

In addition to the major thesis and other requirements as described on pages 40 to 41, the normal pattern of study for this degree is as follows:

(a) a major in Curriculum, consisting of four half-courses. Ordinarily, these are selected from the department's offerings, but one must be a course in statistics if such a course is essential to the student's thesis;

(b) a first minor in this or another department of OISE, consisting of two half-courses to be selected;

(c) a second minor consisting of a full course or two half-courses, normally in some other department of the School of Graduate Studies, selected in relation to the student's specialized interests.

THE MODERN LANGUAGE CENTRE

The Modern Language Centre is a part of the Department of Curriculum and offers opportunities for M.Ed., M.A., Ed.D., and Ph.D. study concentrated in educational linguistics and second-language learning. Although many courses appropriate to such study are offered within the Department of Curriculum, it is possible for students in this Centre to take some coursework in the Department of Linguistics of the University of Toronto or in language departments in the School of Graduate Studies. Students should consult the current Calendar of the School of Graduate Studies for information concerning these courses.

COURSES

A course is identified with this department when the first two digits in the course number are 13, 23, or 33. In a few instances in order to differentiate between courses focussing on elementary/primary/junior and intermediate/secondary, course numbers for the latter will commence with 23.

Note on admission deadlines:
Applications for full-time study in all degree programs in the Department of Curriculum and for new part-time applicants *must be submitted by February 1.*

Applications for continuing part-time study in all degree programs in the Department of Curriculum *must be submitted by April 1.*

1300 F,S,H FOUNDATIONS OF CURRICULUM DEVELOPMENT

The aim of this course is to apply theory and research to the study of curriculum. The course *(a)* provides a language for conceptualization; *(b)* reviews the major themes in the literature; *(c)* provides a framework for thinking about curriculum change; and *(d)* assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems. The course is available in several sections, each of which offers a particular emphasis; descriptions of these are available from the departmen
Staff, Summer Session and Regular Session

1301 F,S,H PRACTICUM IN CURRICULUM DEVELOPMENT

A study of the organizational and professional development problems involved in curriculum change in Europ and North America since 1960. Students will design a curriculum development plan specifying objectives, materials, instructional procedures, production, staff development, formative and summative evaluation, dissemination plans, and costing.
R. Garry and staff, Regular Session

1302 F,S,H INNOVATIONS IN CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL

An examination of selected modern developments in curriculum, instructio and organization in elementary schools The theoretical and empirical rationale for specific innovations will be emphasized.
E. M. Regan, Regular Session

1304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed fo the current year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.
Staff (offered as required)

1305 F,S,H TECHNIQUES FOR IMPROVING INSTRUCTION

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching.
B. Fillion and *B. Kilbourn,* Regular Session (after hours)

1306 F,S,H PROGRAMMING AND IMPLEMENTING COMPLEX CURRICULUM OBJECTIVES

This course defines and exemplifies procedures for the tasks involved in developing curricula for non-traditional objectives. Among these tasks are: *(a)* developing a defensible set of objectives for a course, topic, or unit from existing guidelines; *(b)* defining growth sequences for a particular type of objective; *(c)* developing effective teaching and assessment methods; and *(d)* sequencing individual objectives into effective units. An introduction to a four-sequence curriculum consultancy program, course 1306 is intended primarily for local curriculum consultants, curriculum committee leaders, and department heads, whose ongoing curriculum development responsibilities can become the focus of a continuing project.

Prerequisite: Permission of the instructors.

F. G. Robinson, H. G. Hedges, J. Ross, and staff, Regular Session (offered only in some off-campus locations in 1981/82)

1308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: PRIMARY/JUNIOR

A study of the application of recent theories of learning and motivation to the development, modification, and instructional use of curriculum materials. Attention will be given to planning in areas of interest to the class.

Prerequisite: Permission of the instructors.

C. D. Carlow and *E. M. Regan,* Regular Session (after hours)

2308 F,S,H ACCOMMODATION OF CURRICULUM PLANNING TO NEEDS OF THE LEARNER: INTERMEDIATE/SECONDARY

A study of the application of recent theories of learning and motivation to curriculum planning at the intermediate and secondary level. Discussion will focus upon planning in the areas of English, social studies, theatre arts, second-language learning, and mathematics, depending upon the range of interests in the class.

Prerequisite: Permission of the instructor.

C. D. Carlow and staff, Regular Session (after hours)

1309 F,S,H CLINICAL ANALYSIS OF TEACHING

This course addresses the supervision of teachers and is based on a particular technique of supervision called clinical analysis. The focus is on developing the skills of in-depth, one-to-one, systematic analysis of classroom teaching. Teaching patterns are detected and appropriate strategies are developed for dealing with them. The course will be of interest to anyone with supervisory responsibilities (e.g., principals, consultants) as well as classroom teachers.

Prerequisite: 1305F,S,H or permission of the instructor.

B. Kilbourn, Regular Session (after hours)

1310 F,S,H READING IN THE SCHOOL CURRICULUM

A study of the components of reading development: the teaching of reading as part of the language program from preschool to adult levels, reading in the content fields, methods and materials of instruction, testing growth in reading.

J. A. McInnes and staff, Summer Session and Regular Session (after hours)

1311 F,S,H READING AND LANGUAGE COMPREHENSION

A survey of the cognitive, perceptual, linguistic, and physiological systems fundamental to the comprehension of language, with particular reference to reading, at all age levels. Recommended as a basis for all courses pertaining to the study of reading.

Staff, Regular Session

1312 Y APPRAISAL OF READING PROFICIENCY AND REMEDIATION

The diagnosis and correction of reading problems; experiences in interviewing, observing, testing, and teaching individuals and small groups. Conferences with, and reports to, parents and teachers.

Prerequisite: Permission of the instructor.

J. A. McInnes and staff, Summer Session only

1313 F,S,H LANGUAGE AND THE SCHOOL CURRICULUM

An examination of the linguistic, psycholinguistic, and sociolinguistic concepts, principles, and theories pertinent to the development and evaluation of school language programs (reading, listening, writing, speaking, first- and second-language study).

M. Swain and *B. Fillion,* Regular Session (after hours)

1314 F,S,H DIAGNOSIS AND REMEDIATION IN ELEMENTARY SCHOOL MATHEMATICS

Investigation of cognitive, emotional, and motivational factors related to learning difficulties in elementary school mathematics. Both global and specific factors will be considered in developing and implementing remediation strategies. The course instructor will assist in obtaining subjects for remediation as needed.

Prerequisite: Permission of the instructor.

C. D. Carlow, Regular Session (after hours)]

1315 F,S,H ENGLISH AT THE SECONDARY SCHOOL LEVEL

This course emphasizes recent developments and trends in secondary school English curriculum and instruction, particularly in literature and writing, and the theory and research relating to them. The teacher's role in curriculum development and interpretation and the conduct and use of classroom research will be examined.

B. Fillion, Regular Session (after hours)

1316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: ELEMENTARY

A study of mathematics curriculum materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: metric units of measurement, grouping, drill, evaluation, meaningful problems, games, and motivation.

C. D. Carlow (alternate summers; not offered Summer Session 1981) Regular Session (after hours)

2316 F,S,H MATHEMATICS IN THE SCHOOL CURRICULUM: SECONDARY

Mathematics curriculum materials at the intermediate and senior levels will be considered in a historical perspective and analysed in terms of theories of learning and motivation. A study of the recent Ministry guidelines for intermediate mathematics and their implications for future mathematics curriculum will be made.

C. D. Carlow (alternate summers; not offered Summer Session 1981) Regular Session (after hours)

1317 Y THEORY OF SECOND-LANGUAGE TEACHING

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular linguistics, psychology, sociology, and educational theory.

H. H. Stern, Regular Session

1318 Y METHODOLOGY AND ORGANIZATION OF SECOND-LANGUAGE TEACHING

The first part of this course deals with

the language curriculum: objectives, materials, procedures, and evaluation. The second part discusses the organization of language teaching from preschool to adult education, including planning and teacher education.
H. H. Stern, Summer Session and Regular Session

1319 F,S,H RESEARCH COLLOQUIUM IN APPLIED LINGUISTICS: MASTER'S LEVEL

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the students.
Staff, Regular Session

1320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: ELEMENTARY

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
D. A. Roberts, Regular Session (after hours)

2320 F,S,H SCIENCE IN THE SCHOOL CURRICULUM: SECONDARY

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.

Prerequisite: Permission of the instructor.
D. A. Roberts, Regular Session (after hours)

1321 F,S,H THE EDUCATION OF SCIENCE TEACHERS

An examination of problems and issues specific to the preservice and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.

Prerequisites: Permission of the instructor, and 1320/2320F,S,H or equivalent.
D. A. Roberts, Regular Session (after hours)

1322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: ELEMENTARY

Based on implications of child development principles, this course deals with teaching/learning activities associated with basic social studies skills, simple problem-solving techniques, and valuing processes. Special attention is given to the notion of integrated learning experiences and unit development along the lines of "the new social studies."
Staff, Regular Session (after hours)

2322 F,S,H SOCIAL STUDIES IN THE SCHOOL CURRICULUM: SECONDARY

An examination of the rationales and implications of various discipline-oriented and other approaches in social education. Attention is given to the logic of social inquiry, to valuing processes, and to methods of recognizing epistemological bias in the production and interpretation of social discourse. The course also focusses on Canadian studies, on social studies curriculum development, and on methodological orientations in the study of social phenomena and their implications for social studies in the curriculum.
Staff, Regular Session (after hours)

1323 F,S,H SKILLS OF SOCIAL CRITICISM IN SOCIAL EDUCATION

A study of the concept of critical problem vision in students, that is, an awareness of the gaps between social ideals and social reality. The course examines the construction of a rationale for social criticism as an aspect of citizenship education. On the basis of a line of literature, research on teaching, and curriculum materials, practical skills of social criticism will be developed.

Prerequisite: Permission of the instructor.
Staff, Regular Session (after hours)

1324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 1352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

1325 F,S,H PROBLEM-SOLVING IN SECONDARY SCHOOL MATHEMATICS

An investigation of major curriculum issues involved in upgrading problem-solving in secondary school mathematics. A number of problem-solving sequences from mathematics programs in North America and Europe will be studied in terms of their potential for developing successful and motivated problem-solvers of routine and non-routine problems.

Problem-solving in mathematics will be related to problem-solving in other fields.

Prerequisite: 2316F,S,H or equivalent.
C. D. Carlow, Regular Session (after hours)

1326 F,S,H DEVELOPMENT AND EVALUATION OF CHILDREN'S LITERATURE IN THE SCHOOL CURRICULUM

An examination of the nature and function of literature and literature study in the elementary school.
J. A. McInnes, Regular Session (after hours)

1327 F,S,H READING AND WRITING IN THE SCHOOL: ELEMENTARY

An examination of theoretical and practical issues related to the teaching of reading and writing at the elementary school level with particular reference to the development of children's linguistic and cognitive abilities.
Staff, Regular Session (after hours)

2327 F,S,H READING AND WRITING IN THE SCHOOL: SECONDARY

An examination of theoretical and practical issues related to the teaching of reading and writing in the secondary school, with particular emphasis on recent research and its implications for school policies and teaching strategies.
B. Fillion, Regular Session (after hours)

1328 F,S,H EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course aims at acquainting students with the main characteristics of Canadian French. In areas of Canadian French that await systematic description, students carry out sociolinguistic analyses of French speech samples (from Ontario and Quebec) under the instructor's guidance. The educational implications of a sociolinguistic description of Canadian French are examined. This course is given in French.

Prerequisites: High level of fluency in French and background in linguistics.
R. Mougeon, Regular Session (after hours)

1330 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF FRENCH

The grammar and semantics of present-day French in the light of current models of linguistic analysis (e.g., traditional, structural, tagmemic, transformational-generative), and an examination of the relevance of these descriptions to the teaching of French.

Prerequisite: A fluent command of French.

S. Lapkin, Regular Session (after hours)

1332 Y DESCRIPTIVE AND EDUCATIONAL LINGUISTICS OF ENGLISH

The syntax, phonology, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational-generative, tagmemic, systemic, stratificational) and an examination of the relevance of these descriptions to the teaching of English as a second language.
J. P. B. Allen, Regular Session (after hours)

1333 Y INTRODUCTION TO THEORETICAL AND DESCRIPTIVE LINGUISTICS

A general introduction to the scientific study of language, focussing on those current general linguistic theories having practical significance for the specialized study of particular languages. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
J. P. B. Allen, Regular Session (after hours)

1336 F,S,H SECOND-LANGUAGE LEARNING

Theories and research of first-language (L1) acquisition are considered for their relevance to theories and research on second-language (L2) learning. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage, transitional competence, and approximative systems. The role of age, affective factors, and social factors are considered in order to account for apparent or real differences in L1 and L2 learning.
M. Swain, Regular Session (alternate years; not offered in 1981/82)

1337 F,S,H BILINGUAL EDUCATION AND BILINGUALISM

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada – for English Canadians, French Canadians, immigrant populations, and native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
M. Swain, Regular Session (offered in 1981/82 and alternate years)

1340 F,S,H AUDIOVISUAL COMMUNICATION IN TEACHING AND LEARNING

A study of the impact of media on human development, with special emphasis on the relevance of the different media for the design of curriculum. Principles of child development – leading to significant dimensions of elementary, secondary, higher, and adult or informal education – will be reviewed. The aesthetic qualities of various media will be discussed, and assessments of their appropriateness for curricular material will be made. There will be a review of current research on the impact of media on children and society, with considerable attention given to the effectiveness of media in the teaching/learning process. Typical program formats will be exhibited during the course, with basic attention directed to the principles of critical evaluation.
Staff, Regular Session (after hours)

1341 F,S,H THE PHILOSOPHICAL STUDY OF MEDIA IN EDUCATION

A review of basic theories of communication based on philosophy, psychology, and social and cultural thought. In correlation with these basic theories, the aesthetics of filming and television and the dimensions of visual literacy will be examined. Examples of the great innovators in film and television production will be reviewed and assessed.

Prerequisite: 1340F,S,H or permission of the instructor.
Staff, Regular Session

1342 F,S,H FILM AND THE TEACHING OF THE HUMANITIES

An examination of the use and study of film and other electronic media in humanities education, as teaching aids, artistic productions, and sociolinguistic phenomena. The concept of the humanities, the place of film in humanistic studies, critical approaches to film study, and various teaching procedures will be discussed and analysed.
Staff, Regular Session

1343 F,S,H HUMANITIES IN THE SCHOOL CURRICULUM

The course entails an examination of major works in the philosophical, aesthetic, and social foundations of the humanities in their several aspects of literature, poetry, music, and fine arts, with special emphasis on their implications for curriculum development and classroom instruction.
Staff, Regular Session

1345 F,S,H ARTS & EDUCATION: PRACTICE AND THEORY

This course will examine the creative arts in the curriculum from an experiential base, and will lead to individual explorations of principles of problem areas.

Prerequisite: Permission of the instructor.
R. Courtney, Summer Session and Regular Session (after hours)

1346 F,S,H ARTS & EDUCATION: PLANNING AND IMPLEMENTATION OF ARTS PROGRAMS

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.

Prerequisite (or corequisite): 1345F,S,H or permission of the instructor.
R. Courtney, Regular Session (after hours)

1347 F,S,H ARTS & EDUCATION: PLAY, DRAMA, AND THOUGHT

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
R. Courtney, Summer Session and Regular Session (after hours)

1348 F,S,H ARTS & EDUCATION: DRAMA AND ETHNOLOGY

This course will examine cultural and educational determinants of the dramatic and artistic life of societies. Emphasis will be placed on the dramatic ceremonials of Amerindians, with specific reference to Canadian Indians; other cultures will be selected according to student interest. The aesthetic quality of various types of dramatic ritual will be discussed, and assessments will be made of their appropriateness for curricular material.
R. Courtney, Regular Session (after hours)

1349 F,S,H ARTS, CULTURE, AND EDUCATION

A study of cultural development, both

Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
R. Courtney, Regular Session (after hours)

1352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: MASTER'S LEVEL

Specialized, individual study, under the direction of a member of the teaching staff, focussing upon topics of particular interest to the student. Although credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in 1352F,S,H is required to submit an Individual Reading and Research Course form, available from the department's academic secretary, describing the rationale and plan of study for the course. This form should be approved by the faculty advisor and the instructor with whom the course will be taken. Course 1352F,S,H will not be approved on a student's Program Planning Sheet until this form has been approved by the department.

1355 F,S,H PRINCIPLES OF ENQUIRY IN THE BIOLOGICAL SCIENCES

An examination of a diversity of patterns of biological enquiry in terms of principles and problem areas. Special attention will be given to ecology. A textual analysis and discussion course.
F. M. Connelly, Regular Session (offered as required)

1357 Y ENQUIRY MATERIALS DEVELOPMENT IN SCIENCE

The roles of logical and psychological conceptions of enquiry in curriculum development will be explored in selected readings. This course will focus on the logical aspects of enquiry and will use original papers, science fiction, narratives of enquiry, invitations to enquiry, case studies, games, and taped discussions. Students will develop one of these materials in workshop activity.
F. M. Connelly (alternate summers; not offered in Summer Session 1981)

1358 F,S,H STRATEGIES FOR IMPLEMENTING CURRICULUM INNOVATIONS

An analysis of models for school change focussing on special features required by curriculum innovations. Problems associated with implementing curriculum guidelines are examined and strategies developed to respond to these problems. Issues related to implementation are examined from the point of view of both teachers and administrators with school and school system responsibilities.
K. A. Leithwood, Regular Session (after hours)

1360 F,S,H EVALUATION OF CURRICULUM AND INSTRUCTION

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. Both formative and summative evaluation procedures are discussed, and students will work through evaluation problems associated with particular curriculum programs. The evaluation of various instructional techniques will also be explored.
J. Weiss and staff, Summer Session and Regular Session (after hours)

1362 F,S,H A SURVEY OF METHODOLOGY IN CURRICULUM RESEARCH

An analysis of various approaches to research in curriculum development and assessment. Topics will be suited to student needs and will include fundamentals of measurement, statistics, survey analysis, sociological and philosophical procedures, research design, and utilization of computers. A general course designed to provide a broad overview of methodology. A

foundation for specialized courses in other departments.
M. W. Wahlstrom, Regular Session (after hours)

1363 F,S,H CURRICULUM GUIDELINES AND STUDENT EVALUATION

An analysis of curriculum guidelines as policy for student evaluation. A critical review of tests, and of teaching styles and optimal associated procedures for assessment of students. An examination of problems and issues combined with a review of different approaches to student evaluation.
M. W. Wahlstrom, Summer Session and Regular Session (after hours)

1365 F,S,H PROGRAMS AND PRACTICES IN EARLY EDUCATION

Examination of early childhood programs and practices from both historical and theoretical perspectives. Focus is programs/practices associated with the education of four- to seven-year-olds. Special attention is given to factors influencing selection and implementation of programs/practices for a particular group of children.
E. M. Regan, Regular Session

1370 F,S,H THE DEVELOPMENT OF READING PROGRAMS

Preparation of principals, supervisors, and consultants for collaboration with teachers to develop and improve reading programs. Case studies of work with schools, teachers, and children form the basis of seminar study.

Prerequisite: 1310F,S,H or 1313F,S,H.
J. A. McInnes, Regular Session (after hours)

1378 F,S,H SCHOOLING AND OUTCOMES NOT TRADITIONALLY ASSESSED

A course with major focus upon the means for determining and evaluating significant but often neglected educational objectives and outcomes. Critical components include analysis of educational purposes and means for implementing and assessing nonconventional programs, such as open or informal programs. Students develop indices for assessing significant nontraditional outcomes, such as self-reliance or group problem-solving.

Prerequisite: Permission of the instructor.
J. Weiss, Regular Session (after hours)

1379 F,S,H KNOWLEDGE AND THE SCHOOL CURRICULUM

This course examines how knowledge is developed and explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious). The question of what should be taught in the curriculum is addressed from the standpoint of alternative kinds of knowledge.
B. Kilbourn, Regular Session

1380 F,S,H MINORITY GROUPS AND CULTURAL DETERMINANTS OF THE CURRICULUM: A COLLOQUIUM

This course will analyse the curriculum of the schools as it exists today and as it is proposed, in several variations, in relation to the educational policy of multiculturalism. Courses of study for multiculturalism will be compared with a multicultural curriculum. Students will be encouraged to develop classroom applications of one of these.
G. L. McDiarmid, Regular Session

1385 F,S,H CURRICULUM DESIGN AND THE ARTS OF THE PRACTICAL

An introduction to the study of curriculum deliberation. Students will examine principles of deliberation as they appear in case studies of curriculum design and in conceptual treatments of deliberation in curriculum, law, and ethics. Application of these principles will be sought in the student's practicum activity and in a concurrent curriculum project to be conducted by the class.

Corequisite: Concurrent registration

n the designated section of 1398F,S,H.

Prerequisite: Permission of the nstructor.

L. Berk, Regular Session (after hours)

1390 F,S,H CURRICULUM CONSULTANCY

This course is a follow-up to 1306F,S,H, nd stresses the use of curriculum levelopment skills in a variety of nterpersonal settings including curricuum committees, department activities, nd paid consultancy roles. Students are ssisted in planning and implementing urricula for teachers and agents mplicated in change: such curricula are onceived in terms of the requirements or intended agent growth along clearly lefined dimensions of behavior. The ontext of the consultancy experience is he students' ongoing curriculum levelopment work initiated in 1306F,S,H.

Prerequisite: 1306F,S,H and permision of the instructors.

F. G. Robinson, H. G. Hedges, and staff

1398 F,S,H PRACTICUM IN CURRICULUM I

On-site involvement in deliberation equiring the use of curriculum knowldge and skills. Students participate on urriculum decision-making bodies and ttend periodic seminar discussions bringing theoretical perspectives to bear on practical situations.

Prerequisites: Permission of faculty dvisor and practicum coordinator.

Staff, Regular Session

1399 F,S,H PRACTICUM IN CURRICULUM II

See description for 1398F,S,H.

Staff, Regular Session

3300 F,S,H RESEARCH COLLOQUIUM IN CURRICULUM AND INSTRUCTION

This course is designed to acquaint tudents with the elements of educational research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures.

Prerequisite: 1300F,S,H.

G. L. McDiarmid, Regular Session (offered as required)

3301 F,S,H SEMINAR: CURRENT PROBLEMS IN CURRICULUM STUDIES

The examination of a current topic or problem in curriculum studies. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics will vary from year to year depending upon the interests of course members.

Prerequisite: Permission of the instructor.

Staff, Regular Session (daytime)

3303 F,S,H COLLOQUIUM ON DECISION-MAKING ROLES IN CURRICULUM AND INSTRUCTION

A seminar which explores the curriculum-instruction decision-making roles of teachers, consultants, department heads, etc. Literature on teacher-thinking emphasized. Problem-solving, issue-oriented approach in which course instructors and students collaborate in exploring dimensions and demands relative to different decision-making roles and responsibilities.

Prerequisite: Permission of the instructors.

F. M. Connelly and *E. M. Regan,* Regular Session

3304 F,S,H CURRICULUM SPECIALIZATION

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)

Staff (offered as required)

3305 F,S,H DOCTORAL SEMINAR IN RESEARCH ON TEACHING

Critical examination of current paradigms in research on teaching with concentration on selected exemplar studies. Emphasis will be placed on analysing the conceptual foundations of research on teaching. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of the instructor.

B. Kilbourn, Regular Session

3308 F,S,H THE CONCEPTUALIZATION OF CURRICULUM PROBLEMS

An examination of the process of formulating curriculum problems for study. Assumptions, meaning frameworks, and implied purposes of typical approaches to conceptualizing curriculum problems are critically analysed, always with a view to articulating the relationship between conceptualization and practice in this field. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.

D. A. Roberts, Regular Session

3309 F,S,H ALTERNATIVE THEORETICAL PERSPECTIVES IN THE STUDY OF CURRICULUM

A critical analysis of various theoretical perspectives used in curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, nature of resulting knowledge claims, and relative power and usefulness for curriculum decision-making. Students are expected to make seminar presentations of developing thesis ideas. Required of Ed.D. students in Curriculum during the resident year; open to other doctoral students only by permission of the instructor.

F. M. Connelly, Regular Session

3310 F,S,H RESEARCH SEMINAR IN READING

A critical examination of recent research related to the field of reading. Consideration will be given to the types of designs being used and to the methods of collecting and analysing data.

Prerequisite: 1310F,S,H, 1311F,S,H, or 1313F,S,H.

Staff (offered as required)

3311 F,S,H THE PERCEPTION OF LANGUAGE

An advanced course that examines in depth the topics listed in 1311F,S,H and emphasizes the acquisition and organization of knowledge through reading.

Prerequisite: 1311F,S,H or permission of the instructor.

Staff, Regular Session

3313 F,S,H LANGUAGE AND LEARNING: THEORY AND PRACTICE

An advanced curriculum course intended to relate linguistic theories to classroom practice. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology sociology, literary criticism).

Prerequisite: 1313F,S,H or permission of the instructor.

Staff, Regular Session

3315 F,S,H RESEARCH SEMINAR IN ENGLISH EDUCATION

A critical examination of selected representative research and contemporary scholarship in English teaching in schools. Consideration will be given to research priorities and problems and to types of research design.

Prerequisite: 1315F,S,H or permission of the instructor.

B. Fillion, Regular Session (daytime; offered as required)

3316 H RESEARCH SEMINAR IN MATHEMATICS CURRICULUM

A critical examination and application of recent research and theory in relation to projects being developed by members of the seminar. Typical projects may involve *(a)* developing and supporting, with sound curriculum arguments, a unit of mathematics curriculum for which there is a demonstrable need in the field, or *(b)* investigating and reporting on a substantial problem of current general interest in mathematics education.

Prerequisite: 1316F,S,H and a project proposal approved by the instructor.
C. D. Carlow (alternate summers; not offered in Summer Session 1981)

3319 F,S,H COLLOQUIUM IN EDUCATIONAL LINGUISTICS

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: 1317Y or 1318Y, or permission of the instructor.
Staff, Regular Session

3320 F,S,H RESEARCH SEMINAR IN SCIENCE EDUCATION

A critical appraisal of the empirical, philosophical, and historical research literature on education in the natural sciences. Current research needs and strategies will be surveyed. Enrolment is limited to students at the doctoral level.

Prerequisite: Permission of the instructors.
F. M. Connelly, B. Kilbourn, and *D. A. Roberts* (offered as required)

3322 F,S,H RESEARCH SEMINAR IN SOCIAL STUDIES EDUCATION

A critical examination of selected philosophical and empirical research literature on social studies education in schools.

Prerequisite: Permission of the instructor.
Staff, Regular Session

3324 F,S,H CURRICULUM ISSUES

This course deals with special topics in the field of curriculum and permits the investigation (in a formal class setting) of issues not covered in the courses offered for the current year. The topic of the course will be arranged each year. (This course does not fulfil the purpose of 3352F,S,H, which in the Department of Curriculum is normally conducted on a tutorial basis.)
Staff (offered as required)

3328 F,S,H SELECTED TOPICS IN THE EDUCATIONAL SOCIOLINGUISTICS OF CANADIAN FRENCH

This course is a follow-up to 1328F,S,H, Educational Sociolinguistics of Canadian French. It offers an in-depth examination of a limited number of topics introduced in the framework of 1328F,S,H. Students are given the opportunity to carry out research and/or development work based on extensive corpuses of spoken and written Canadian French. The students' work is examined in class. This course is given in French.

Prerequisites: High level of fluency in French and permission of the instructor.
R. Mougeon (offered as required)

3330 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF FRENCH

This colloquium deals with specialized topics in French educational linguistics. These may include the study of varieties of French and related pedagogical concerns, the analysis of French language teaching materials, and the development of a pedagogical grammar of French.

Prerequisite: 1330Y or equivalent.
S. Lapkin, Regular Session

3332 F,S,H ADVANCED COLLOQUIUM IN THE EDUCATIONAL LINGUISTICS OF ENGLISH

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.

Prerequisite: 1332Y or 1333Y or permission of the instructor.

J. P. B. Allen, Regular Session (daytime)

3336 F,S,H ASPECTS OF THE STUDY OF INTERLANGUAGE IN EDUCATION

This course is intended for students wishing to thoroughly investigate current theoretical, empirical, and methodological issues related to second-language acquisition. The relevance of interlanguage to second-language pedagogy will also be explored.

Prerequisites: 1332Y or 1333Y and 1336F,S,H.

M. K. Swain, Regular Session (alternate years; not offered in 1981/82)

3340 Y RESEARCH SEMINAR IN THE PHILOSOPHY OF COMMUNICATION AND INSTRUCTIONAL TECHNOLOGY

A study of several philosophical and psychological texts concerning theories of communication and the media. The implications of the major epistemological and metaphysical positions of Western thought will be examined and applied to curriculum development, to pedagogy, and to the design of instructional programs.

Prerequisites: 1340F,S,H and 1341F,S,H.

Staff, Regular Session (after hours; offered as required)

3346 F,S,H COLLOQUIUM IN ARTS AND EDUCATION

This colloquium provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.

R. Courtney, Regular Session (daytime; offered as required)

3350 F,S,H CURRENT CURRICULUM LITERATURE

This course consists of detailed study and discussion of current curriculum literature in the context of reviewing manuscripts submitted to *Curriculum Inquiry,* Canada's only scholarly curriculum journal. Requirements include critical analysis of the substance of academic papers on a range of curriculum issues, and the development of commentary for the improvement of manuscripts. Evaluation will be on the basis of the adequacy of student performance in analysing and commenting on manuscripts.

Prerequisite: Permission of the instructors.

F. M. Connelly and *R. I. Simon,* Regular Session (daytime)

3352 F,S,H INDIVIDUAL READING AND RESEARCH IN CURRICULUM AND INSTRUCTION: DOCTORAL LEVEL

Description as for 1352F,S,H, but at the doctoral level.

3358 F,S,H ADVANCED SEMINAR ON STRATEGIES FOR MANAGING CURRICULUM INNOVATION

This is an advanced course intended for curriculum managers with school or school system responsibilities. Research describing current processes of curriculum decision-making and the usefulness of existing strategies for influencing that decision-making will be examined. More effective intervention strategies will be developed, and students may be asked to field test some strategies in school settings under the direction of the instructor and participating curriculum

managers. These strategies will relate to specific curriculum functions such as planning, development, implementation, and evaluation.
K. A. Leithwood, Regular Session (daytime)

3360 F,S,H ANALYSIS OF CURRICULUM EVALUATION ISSUES

A seminar for students focussing on evaluation and for others interested in an in-depth look at evaluating school programs and instructional strategies. Students and instructors will explore evaluation issues through an analysis of classic evaluation writings and contemporary works in progress. Such issues as meta-evaluation, program effectiveness, accountability, responsive evaluation, formative and summative evaluations, program planning, and budgeting systems will be explored and tied to curriculum planning, development, and implementation.

Prerequisite: 1360F,S,H or permission of the instructors.
J. Weiss and *M. W. Wahlstrom,* Regular Session (daytime)

3365 F,S,H CURRICULUM ISSUES IN PRESCHOOL AND PRIMARY EDUCATION

An analysis of issues related to the development, selection, and implementation of curriculum programs in preschool/primary grades. Analysis of issues in the context of decision-making involving administrators/consultants as well as teachers. Particular attention focussed on issues and implications related to recent proposals for the schools' involvement in the education/care of young children.

Prerequisite: 1365F,S,H or permission of the instructor.
E. M. Regan, Regular Session

3380 F,S,H RESEARCH SEMINAR IN THE EDUCATION OF MINORITY-GROUP CHILDREN AND YOUTH

A critical examination of recent research and evaluation of educational innovations in curricula which have been designed for minority-group children and youth in school. Results of school–community cooperative relationships relative to curriculum development will also be reviewed critically. Students will apply insights from these analyses to the development of rationales and specific projects in their own areas of interest.

Prerequisite: Permission of the instructor.
G. L. McDiarmid, Regular Session (offered as required)

3381 F,S,H SOURCES OF INTENTION IN THE CURRICULUM

Two fundamental aspects of any curriculum, intention and comprehensiveness, are identified in this course. The development of these concepts facilitates an analysis of educational practices according to certain manifest and latent functions in the community for which a curriculum is developed or mandated. Thus the rationales and sociocultural significances of traditional, utopian, psychological, humanistic, and radical intentions in curricula are compared with subsequent consequences of schooling.
G. L. McDiarmid, Regular Session (offered as required)

Note: The following course in the Department of Applied Psychology might also be of special interest to students in Curriculum – 3228Y The Cultural Effects of Mass Media on Human Cognition: Educational Dimensions

Educational Administration

EDWARD S. HICKCOX, *Ed.D. (Cornell)*
Associate Professor, and Chairperson of the Department
(internal functions of school boards and school systems, trustee/administrator relationships, educational management in a period of retrenchment, teacher evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN H. HOUSE, *Ph.D. (Alberta)*
Associate Professor
(systems analysis for educational management; programmatic thrust area – organizational process; applications of organizational theory; collective bargaining processes and effects)

ALAN F. BROWN, *Ph.D. (Alberta)*
Professor
(dynamics of organizational behavior; perceptual development of administrators; interpersonal effects; leadership; personnel evaluation)

THOMAS B. GREENFIELD, *Ph.D. (Alberta)*
Professor
(organizational analysis, values, and action; organizational design; inventing and improving organizations)

MARK HOLMES, *Ph.D. (Chicago)*
Associate Professor, and Coordinator of Field Development, OISE
(effects of education and school characteristics on outcomes; planning change in schools and measuring the effects; examining the relationship between the organization and administration of schools and the larger society)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Educational Planning and cross-appointed as Director, Ontario Council for Leadership in Educational Administration (OCLEA)

STEPHEN B. LAWTON, *Ph.D. (University of California at Berkeley)*
Associate Professor
(analysis of quantitative and qualitative data; educational finance and its social, political, and economic contexts; dissemination and utilization of educational research and innovations)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed from History and Philosophy of Education

GERALD T. MCLEOD, *Ph.D. (Alberta)*
Associate Professor
(organizational behavior; school board/teacher collective bargaining; action approaches to the analysis of organizations; study of managerial work; psychological dimensions of administrative behavior)

DONALD F. MUSELLA, *Ed.D. (State University of New York at Albany)*
Associate Professor, cross-appointed as Head, Office of International Education, OISE
(leadership development for school and college administrators; evaluation of school systems and personnel; organizational development; international education)

MELVYN P. ROBBINS, *Ph.D. (Chicago)*
Associate Professor
(legal context of education; collective bargaining; life-work planning; the journal as a method for self-expression; ombudsmen and other grievance-handling mechanisms; the future context of education)

ORIS W. RYAN, *Ph.D. (Chicago)*
Professor, and Assistant Coordinator of Research and Development Studies, OISE
(research on teaching and development of training materials based on teaching methods that correlate with student achievement; sociological and organizational studies in secondary schools)

GLENN SCOTT, *Ed.D. (Toronto)*
Associate Professor
(organizational studies; educational policy-making and governance; selection and evaluation of educational personnel; educational management in a period of retrenchment)

OGER I. SIMON, *Ph.D. (Yale)*
Associate Professor
(program implementation and innovative education; alternative schools; interpretive sociology; use of dramatic narratives in social theory)

ICHARD G. TOWNSEND, *Ph.D. (Chicago)*
Associate Professor
(politics; policy; the Canadian tradition in managing schools, colleges, and universities)

ROSS-APPOINTED FROM THE OFFICE OF
IELD DEVELOPMENT:

OHN E. DAVIS, *Ph.D. (Toronto)*
Associate Professor, and Head, OISE Midwestern Centre
(program design, implementation, and evaluation; program organization in small schools)

ROGRAMS OF SPECIALIZATION

everal programs are offered by the
epartment of Educational Administra-
on to meet the diverse needs of
ractitioners and scholars of educational
dministration.

The M.Ed. and Ed.D. programs are designed to prepare sophisticated practitioners in various types of levels of administration, most of whom will return to administrative positions at the school, regional, or board level and in the community colleges. These programs concentrate on the comprehension and use of research results (rather than their production) and on those elements of theory that are of direct assistance in understanding and resolving problems and issues confronting practising administrators.

A single integrated program focussed on the problems of designing educational organizations leads to the M.A. and Ph.D. degrees. This program prepares students for possible careers as researchers, consultants, and teachers concerned with creating effective educational organizations. It has a dual orientation toward theory and practice; it seeks both to understand organizations through better theory and to improve them through action.

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Management serves the professional development needs of school business officials and other educational administrators who desire further study in school business administration.

ADMISSION AND FEES

Admission requirements include:

(a) experience as a school business official or in some other professional role in educational administration;

(b) two letters of recommendation;

(c) a résumé describing the applicant's past experience and future plans.

The Certificate Program is operated entirely by the Department of Educational Administration. All correspondence and fees of $117.50 for each half-course undertaken should be sent to the Certificate Program in School

Management, Department of Educational Administration, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

Prospective applicants who satisfy the admission requirements of the University of Toronto School of Graduate Studies may wish to apply to the M.Ed. program in Educational Administration instead.

PROGRAM OF STUDY

The program of study consists of:

(a) the core module, 1040F,S,H and 1041F,S,H;

(b) a specialized module, 1017F,S,H and 1031F,S,H;

(c) an elective module, normally including one half-course from the M.Ed. human relations courses – 1012F,S,H, 1023F,S,H, and 1024F,S,H – and one half-course from the Department of Educational Planning.

Students may enrol full time or part time, commencing either in the summer or in the fall. On a full-time basis, the program can be completed in one Regular Session; on a part-time basis, in any combination of three Regular or Summer Sessions. Some courses may be available off-campus.

DIPLOMA OF ADVANCED STUDIES

A departmental advanced diploma in Educational Administration is under discussion for possible offering in 1981/82. The diploma is intended for students with master's degrees, or equivalent, who want to pursue a program of advanced studies in the area that does not involve thesis research. For information, contact Dr. John H. House, Graduate Studies Academic Secretary.

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of administration, be it through formal positions in established organizations or through initiatory action in less formal settings.

Within this purpose is served the needs of a diverse student body, some seeking preparation for administrative roles in school systems, some desiring leadership capabilities for carrying out individual programs, some wanting chiefly a better understanding of what administrators do, and some searching simply to broaden and deepen their knowledge in an area that attracts them and may lead to further research or doctoral study.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements on pages 11 to 12, the department requires that, whenever possible, the two letters of reference (page 10) should be written by *(a)* an educational administrator for whom the applicant has worked, and *(b)* a professional colleague.

PROGRAM OF STUDY

Normally, candidates for the M.Ed. degree will be required to take a total of eight half-courses. Candidates who lack a year of professional education for teaching but have relevant professional experience will be required to take ten half-courses.

There is a compulsory common core of the program, and provision for students in the program to have both a reasonable depth and breadth of study in the field of educational administration. The program consists of the following:

(a) the two required common core courses, which will normally be taken first in the students' program:

1040 F,S,H Administrative Problems I: The School System
1041 F,S,H Administrative Problems II: The School System in Society

(b) two courses in Educational Administration selected from one of the four areas of emphasis listed below;

(c) normally, two additional courses in Educational Administration in an area of emphasis different from that in *(b)*;

(d) Students are encouraged to take elective courses related to their interests in other departments in the Institute or in another graduate faculty in the University of Toronto.

It is recognized that there may be legitimate reasons for a student to be relieved of some of the requirements of the program.

There are four areas of emphasis in the M.Ed. program:

1. *Management of Educational Organization*

1017 F,S,H Educational Finance
1031 F,S,H School System Business Administration
1032 F,S,H Administration of Community Colleges
1033 F,S,H The Collective Bargaining Process in Educational Organizations
1035 F,S,H Administration of Collective Agreements in Educational Organizations
3017 F,S,H Economic Problems in Educational Administration

2. *Program and Personnel Development*

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1012 F,S,H Clinical Analysis of the Administrative Process
1016 F,S,H School Program Development and Implementation
1023 F,S,H Interpersonal Relations in School Systems
1024 F,S,H Clinic in Administrative Relationships
3013 F,S,H Dynamics of Organizational Behavior

3. *Policy in Educational Organizations*

1018 F,S,H The Political Organization of Education
1022 F,S,H The Social Context of Administration
1025 F,S,H Schools and Their Effects on Achievement
1027 F,S,H The Economic Context of Educational Administration
1030 F,S,H The Legal Context of Education
3018 F,S,H The Politics of Education

4. *Methodology of Inquiry*

1003 F,S,H Methods of Inquiry into the Social Realities of Schools
1010 Y Research Seminar in Educational Administration
1021 F,S,H Retrieval of Knowledge in Education
3021 F,S,H Dissemination and Utilization of Knowledge in Education

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since they may require full-time study or attendance during the day.

Courses within the Institute but outside the department that are particularly relevant to educational administration, and to the four areas of emphasis, are listed following the description of departmental courses. However, any course offered by the department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective if it is judged to be academically appropriate by the student's advisor. Students may enrol, part-time or full-time, commencing in summer or fall.

OFF-CAMPUS COURSES IN EDUCATIONAL ADMINISTRATION *(M.Ed. students only)*

The department is currently offering some sections of existing courses off-campus. The purpose is to make some Institute courses available during the Fall and Spring terms to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1981 Summer Session and the 1981/82 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on March 1. New applicants should apply by February 1, although later applications in the off-campus program will be considered.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

The Ed.D. program in Educational Administration is designed to develop highly competent personnel for senior administrative positions in school systems, colleges, universities, and other educational institutions and agencies. The program is designed to satisfy the needs of practising and aspiring educational administrators who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional training. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students, and administrators.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements given on pages 11 to 12, the Department of Educational Administration specifies the following:

(a) The applicant must hold a master's degree with specialization in educational administration from the University of Toronto, or an equivalent degree.

(b) The applicant must have had a successful leadership experience in education. Evidence of this will be provided by two letters of reference from senior administrators under whom the applicant has functioned, commenting on the applicant's

– achievement in identifying and solving educational problems;

– ability to work with people;

– leadership style; and

– awareness of current social and educational issues.

(c) Applicants must also furnish at least one letter of reference from a professor under whom they have studied, commenting on their scholarly achievement.

PROGRAM OF STUDY

The Ed.D. program is organized into four complementary components:

(a) Ed.D. core seminars, which consist of three half-courses (3040F, 3041F, and 3042H) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations.

(b) Internship in Educational Administration, which may carry a one half-course credit (3044F,S,H) or a two half-course credit (3044F,S,H and 3045F,S,H).

(c) Elective studies, which, depending upon the extent of the internship, consist of three or four half-courses selected to provide an opportunity for concentration in one or two administrative task areas. It is expected that at least one elective course will be undertaken outside the Department of Educational Administration.

(d) Doctoral thesis.

A student's program of study will normally begin in the Fall term with the three Ed.D. core seminars. During the Spring term the student will undertake elective studies, to be followed by the internship, which will require enrolment during the succeeding Summer Session.

Since the residence requirement may necessitate long-term planning, persons who may wish to begin the program at some time following the next academic year are encouraged to apply as soon as possible. Candidates who have been accepted to the Ed.D. program will be given a commitment from the Department of Educational Administration that a place will be retained for them for a maximum period of three years from the date of original acceptance. (This is subject to any changes in OISE admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Office of the Coordinator of Graduate Studies, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL ADMINISTRATION

Studies within the program are focussed on educational organizations and the problems of action within them. These studies will serve those students who, by interest and experience, have a commitment to understanding and improving educational organizations through theory and research. While teaching and administrative experience is not required as a condition of admission, it is a desirable preparation. The content of the program is built around the interests of faculty members and the courses they offer. Various areas of study are found in the program, including:

- interpretive theories of social organization
- educational politics and policy
- the finance and economics of education
- program development, evaluation, and change
- understanding personnel and personal action
- collective bargaining and law

The foundation of the program lies in the first area – study of organizations through interpretive theory – but students may elect to expand this study into other areas.

DEPARTMENTAL REQUIREMENTS

Students normally begin the program with M.A. studies and move to the Ph.D. level. The M.A. is available through both full-time and part-time study.

Students moving to Ph.D. studies from the M.Ed. in educational administration may be admitted to an extended program after the completion of a Qualifying Research Paper. Students seeking to enter the M.A./Ph.D. program should contact the coordinator of the program to discuss how these requirements would be applied in particular cases. The general admission requirements for the M.A. and Ph.D. programs are set out on pages 10 to 11 of the Bulletin.

PROGRAM OF STUDY

M.A.

M.A. studies consist of:

1001 F,S,H The School as a Social Invention
1002 F,S,H Social Forces on Everyday School Life
1003 F,S,H Methods of Inquiry into the Social Realities of Schools

Additional elective courses to be selected with the advisor to support the student's thesis research; additional courses to meet requirements for length of study, normally a total of ten or twelve half-courses; a thesis.

Ph.D.

Ph.D. studies consist of at least two advanced courses in Educational

Administration selected with the advisor's approval from the following:
3001 Y Advanced Seminar in Educational Organization and Process
3002 F,S,H Advanced Seminar in Research on Educational Organizations
3013 F,S,H Dynamics of Organizational Behavior
3018 F,S,H The Politics of Education
3040 F Administrative Theory and Educational Problems I: People and Power in Organizations
3041 F Administrative Theory and Educational Problems II: Advocacy and Action in Policy
At least one advanced course in research methodology such as:
3042 H Administrative Theory and Educational Problems III: Research Strategies and Methods
or another appropriate course; at least three elective courses selected with the advisor to support thesis research; a thesis.

Note: Students entering Ph.D. studies from an M.Ed. program with specialization in educational administration must qualify by taking course 1010Y, Research Seminar in Educational Administration, and by completing a Qualifying Research Paper. In addition, such students will extend their Ph.D. studies to include courses 1001F,S,H and 1002F,S,H.

COURSES

A course is identified with this department when the first two digits in the course number are 10 or 30.

1001 F,S,H THE SCHOOL AS A SOCIAL INVENTION

The school as a social invention: explorations of the experiences of schooling and how these are related to the organizational features of schools and personal ideologies, and the process by which people construe and interpret the social reality of schools. The theoretical orientation of the seminar provides a general framework for inquiry throughout the M.A.–Ph.D. program.
T. B. Greenfield and *R. I. Simon,* Regular Session

1002 F,S,H SOCIAL FORCES ON EVERYDAY SCHOOL LIFE

Describing and critically understanding everyday school life: helping students assess and improve educational practice. A wide literature from the social sciences provides the source of ideas about school organization. The seminar requires intensive use of the student's school or organizational setting as an environment for study.
A. F. Brown, Regular Session

1003 F,S,H METHODS OF INQUIRY INTO THE SOCIAL REALITIES OF SCHOOLS

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration.
S. B. Lawton, Regular Session

1010 Y RESEARCH SEMINAR IN EDUCATIONAL ADMINISTRATION

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for the evaluation, interpretation, and conduct of research and development in educational administration. Under the supervision of the instructor, each student is required to formulate, carry out, and report on a research project.

Note: Students who are completing their M.Ed. programs and are contemplating doctoral studies are encouraged to enrol in this full course.

Prerequisite: Completion of six half-courses, or equivalent.
S. B. Lawton, G. T. McLeod, and staff, Summer Session and Regular Session

1012 F,S,H CLINICAL ANALYSIS OF THE ADMINISTRATIVE PROCESS

A clinical analysis of problems in the administration of educational organizations. The implications for action, resulting from research and theory relating to administrative behavior, are examined. Case studies and field experiences are used as bases for the analysis and development of action proposals dealing with administrative problems.
J. E. Davis, T. B. Greenfield, D. F. Musella, and *J. G. Scott,* Summer Session and Regular Session

1016 F,S,H SCHOOL PROGRAM DEVELOPMENT AND IMPLEMENTATION

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics are the norms and constraints that constitute the "hidden curriculum" of the modern school, theoretical and empirical bases differentiating educational environments, alternative models of elementary and secondary education, and societal constraints on restructuring education.
J. E. Davis, D. F. Musella, and *R. I. Simon,* Summer Session and Regular Session

1017 F,S,H EDUCATIONAL FINANCE

Public education as an economic institution. The sources and methods of distribution of public school revenue at the various levels of government. Provincial and state school grant systems and the rationale behind them. Principles and practices in school budgeting and salary scheduling.
S. B. Lawton and staff, Summer Session and Regular Session

1018 F,S,H THE POLITICAL ORGANIZATION OF EDUCATION

Educational administration and instruction will be explored as political processes. Topics will include the teacher and political action, the principal and interest groups, the politics of curriculum development, and education's relation to political change. Opportunities will be provided for practice in political analysis as well as brokering and advocacy. A primary focus will be professional and public involvement in different levels of governance in present-day Ontario education.
R. G. Townsend and staff, Summer Session and Regular Session

1020 F,S,H THE FUTURE CONTEXT FOR EDUCATION

The impact of scientific and technological change on our values, human relationships, and social institutions is creating urgent, yet relatively unexamined, problems for our profession. The course provides students with an opportunity *(a)* to develop a personal and professional orientation toward change, and *(b)* to apply this orientation to a self-selected educational problem from the real or an imagined world.
Staff, Regular Session

1021 F,S,H RETRIEVAL OF KNOWLEDGE IN EDUCATION

An introductory course in bibliographic research methodology in education. Its purposes are to develop in educational practitioners and researchers the skills to identify and clarify their information needs; to familiarize them with the variety and quantity of resources in education available to them; to teach them how to formulate search strategies to retrieve information effectively; to help them to choose from and evaluate resources from the vast quantities of

information available. This course will be especially valuable to those involved in writing reports, theses, or Qualifying Research Papers.
Staff, Regular Session

1022 F,S,H THE SOCIAL CONTEXT OF ADMINISTRATION

This course examines the administration of educational institutions, particularly schools, in a social setting. Whereas 1041F,S,H looks generally at schooling as a part of the larger society, this course examines more deeply such topics as: the school board, the administrator and the system; teachers' organizations and their effects on schooling; minority and pressure groups and education; social organization of the school and its relationship to school administration; the role of the principal in terms of internal and external pressures; the responsibility of educational institutions to compensate for societal deficiencies. An attempt is made to look at the educational institution within a social setting.
Staff, Summer Session and Regular Session

1023 F,S,H INTERPERSONAL RELATIONS IN SCHOOL SYSTEMS

The school environment is the context. The following are the goals of the course: first, analysis of the determinants of interpersonal behavior to allow *(a)* more accurate prediction of appropriate behavioral responses, and *(b)* suggestions as to organizational change strategies useful for improving interpersonal relations within a goal-directed social system; second, the development of one's own interpersonal skills.
A. F. Brown, R. I. Simon, and staff, Summer Session and Regular Session

1024 F,S,H CLINIC IN ADMINISTRATIVE RELATIONSHIPS (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures. Primary emphasis is given to *expanding* the learner's experience rather than organizing it.
M. P. Robbins and staff, Summer Session and Regular Session

1025 F,S,H SCHOOLS AND THEIR EFFECTS ON ACHIEVEMENT

This course examines school processes and their effects on student achievement. Such factors as the academic climate of the school, streaming, contextual social status, instructional time, and home background characteristics will be examined. Particular emphasis will be placed on the factors over which the administrator has control or influence.
M. Holmes, Regular Session

1027 F,S,H THE ECONOMIC CONTEXT OF EDUCATIONAL ADMINISTRATION

The study of education from an economist's perspective, and the implications of conclusions for educational administrators. At the micro level, topics will include the relationship between instructional resources and student learning, with the teacher viewed as the key decision-maker in the allocation of these resources. At the macro level, topics will include the relationship between investment and education, the formation of human capital, and national economic growth, and the use of government grants to direct school boards by controlling the price of educational inputs.
Staff, Regular Session

1029 F,S,H SPECIAL APPLICATIONS OF THE ADMINISTRATIVE PROCESS

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes.

Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff, Summer Session and Regular Session

1030 F,S,H THE LEGAL CONTEXT OF EDUCATION

An exploration of the interrelationships among legal doctrine, legal processes, educational practice, and educational policy in terms of fundamental social issues affecting education. Legal opportunities and limitations as they affect administrative task areas (e.g., staff and student personnel, program development, school facilities, finance) are also considered. Although examples are drawn from all Canadian provinces and the federal government, the primary focus is on the legal system of Ontario.
M. P. Robbins, Regular Session

1031 F,S,H SCHOOL SYSTEM BUSINESS ADMINISTRATION

The role and tasks of school business officials will be studied in their relationships to academic administration, external pressures, community expectations, legal restrictions, and internal tensions.
Staff, Summer Session and Regular Session

1032 F,S,H ADMINISTRATION OF COMMUNITY COLLEGES

Current administrative problems in community colleges will be analysed in the light of various administrative and political theories. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within the college and the community. Leaders in Canadian community colleges will be invited to share their experiences with the students.
R. G. Townsend and staff, Regular Session

1033 F,S,H THE COLLECTIVE BARGAINING PROCESS IN EDUCATIONAL ORGANIZATIONS

This course provides a basic framework for understanding and participating in the collective bargaining process in educational organizations. Class presentations and readings are supplemented by practical exercises and simulations which illustrate specific aspects of the process and allow the student to experience the process. Topics include the legal and historical context of teacher negotiations; the planning, developing, and administration of a contract; and the nature of the negotiation process including contract development, party relations, costing, team-building activities, and conflict resolution. The course is suitable both for those experienced in negotiation and for those who wish to gain a better understanding of the bargaining process in educational organizations.
J. H. House and *M. P. Robbins,* Summer Session and Regular Session

1035 F,S,H ADMINISTRATION OF COLLECTIVE AGREEMENTS IN EDUCATIONAL ORGANIZATIONS

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focussing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational

policy. Particular use will be made of current agreements and arbitration cases.
J. H. House and *M. P. Robbins,* Summer Session and Regular Session

1040 F,S,H ADMINISTRATIVE PROBLEMS I: THE SCHOOL SYSTEM

Educational institutions will be subjected to analysis as social systems. Theories of administrative behavior and modern organization theory will be applied to the analysis of problems in defining roles and responsibilities within an organization, organizational climate and morale, leadership, decision-making, teacher selection and evaluation, in-service development of staff, and motivation. The uses of research in identifying and solving problems in educational administration will be emphasized.
A. F. Brown, E. S. Hickcox, G. T. McLeod, J. G. Scott, and staff, Summer Session and Regular Session

1041 F,S,H ADMINISTRATIVE PROBLEMS II: THE SCHOOL SYSTEM IN SOCIETY

Educational institutions will be viewed in their relationship to other institutions, the community, the province, and society. Pertinent research and theoretical concepts will be applied to the analysis of problems arising from the institution's interaction with its social, cultural, political, and economic environment. Topics to be discussed include school–community relations; the interface between school boards and administrative and teaching staffs; the impact of provincial legislation and the financing of education in Ontario.
J. H. House, S. B. Lawton, R. G. Townsend, and staff, Summer Session and Regular Session

1052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3001 Y ADVANCED SEMINAR IN EDUCATIONAL ORGANIZATION AND PROCESS

Content is similar to that of 1001F,S,H, but at a more advanced level.
Prerequisite: 1001F,S,H.
Staff, Regular Session

3002 F,S,H ADVANCED SEMINAR IN RESEARCH ON EDUCATIONAL ORGANIZATIONS

Content is similar to that of 1002F,S,H, but at a more advanced level.
R. I. Simon, Regular Session

3013 F,S,H DYNAMICS OF ORGANIZATIONAL BEHAVIOR

A seminar on adult human behavior in education, including: interpersonal relations within an organization; dialectics of leadership/influence, control/cathexis, consensus/conflict; reactions to organizational stimuli; discovery and development of personal constructs used as hidden determinants of person–person decisions. Readings and course projects are available under three headings: *(a)* the structure of organizational behavior, *(b)* some dynamics of models derived from personal construct theory, *(c)* designing organizations for individuals.
Prerequisite: 1023F,S,H or permission of the instructor.
A. F. Brown, Regular Session

3017 F,S,H ECONOMIC PROBLEMS IN EDUCATIONAL ADMINISTRATION

Intensive study of problems of concern to doctoral students whose research is in this area. Problems of productivity in education, input–output relations, theories of grants-in-aid, cost–quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal–provincial–local sharing of educational costs, financing of long-term developments in education.

Prerequisite: 1017F,S,H or 1027F,S,H or permission of the instructor.

Staff, Regular Session

3018 F,S,H THE POLITICS OF EDUCATION

An advanced seminar on the politics of education at the local, provincial, and federal levels. Areas of study will include those introduced in 1018F,S,H, but will be treated in greater depth. Specific topics will reflect the interests and needs of individual participants.

Prerequisite: 1018F,S,H or permission of the instructor.

R. G. Townsend, Regular Session

3021 F,S,H DISSEMINATION AND UTILIZATION OF KNOWLEDGE IN EDUCATION

This course will examine current theories and practices of knowledge dissemination and utilization in education, with particular reference to their use in meeting the needs of educational practitioners. Aimed at educational practitioners and researchers, the course will introduce them to recent developments in information delivery techniques from the viewpoint of the user; heighten their awareness of the complexity of information communication and the diversity of the parties involved; and help them to become effective "knowledge linkers" within the profession.

Prerequisite: 1021F,S,H or permission of the instructor.

Staff, Regular Session

3040 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS I: PEOPLE AND POWER IN ORGANIZATIONS

3041 F ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS II: ADVOCACY AND ACTION IN POLICY

3042 H ADMINISTRATIVE THEORY AND EDUCATIONAL PROBLEMS III: RESEARCH STRATEGIES AND METHODS

These three seminars are designed to shape inquiry throughout the Ed.D. program. Included among the areas of study are: Organization Theory and Administrative Behavior, Educational Issues and Policy Development, and Research and Development Techniques.

Ed.D. students must enrol in all three seminars concurrently.

J. G. Scott, E. S. Hickcox, T. B. Greenfield, S. B. Lawton, G. T. McLeod, and *R. G. Townsend,* Regular Session

3044 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART I

An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship location. Placement and responsibilities relating to the internship are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.

J. G. Scott and *E. S. Hickcox,* April through Summer Session

3045 F,S,H INTERNSHIP IN EDUCATIONAL ADMINISTRATION: PART II

See description for 3044F,S,H.

J. G. Scott and *E. S. Hickcox,* April through Summer Session

3052 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL ADMINISTRATION: DOCTORAL LEVEL

Description as for 1052F,S,H, but at the doctoral level.

The following courses are of particular relevance to educational administration and to the four areas of emphasis referred to in the M.Ed. program description:

Adult Education: 1100F,S,H, 1101F,S,H, 1105F,S,H, 1106F,S,H

Applied Psychology: 1215H

Curriculum: 1300F,S,H, 1301F,S,H, 1302F,S,H, 1305F,S,H, 1306F,S,H, 1308/2308F,S,H, 1358F,S,H, 1360F,S,H, 1378F,S,H, 3308F,S,H, 3360F,S,H

Educational Planning: 1700F, 1701Y, 1706F, 1715F, 1733F,S,H

Higher Education: 1803Y, 1805F, 1807Y, 1809F, 1814F, 1815S

History and Philosophy of Education: 1403F,S,H, 1417F,S,H, 1424F,S,H, 1428F,S,H, 1434F,S,H, 1443Y, 1456F,S,H, 3426H, 3427H, 3428F,S,H

Measurement, Evaluation, and Computer Applications: 1525H, 1610F,H, 1659F,S,H

Sociology in Education: 1902F, 1903S, 1907F, 1909F, 1929S, 1960F, 1970S, 1972F, 3902F

Special Education: 1294F,S,H

Educational Planning

JOSEPH P. FARRELL, *Ph.D. (Syracuse)*
Associate Professor, and Chairperson of the Department
(planning education for social development, especially in developing countries; governance of educational institutions; educational innovations)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
GEORGE S. TRACZ, *Ph.D. (Toronto)*
Associate Professor
(systems theory; strategic management; organizational planning and evaluation; politics of model building; collective bargaining and university governance)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed to Sociology in Education
(quantitative econometric models of educational planning, educational policy, development/underdevelopment, Marxism, Gandhian thought)

JOHN W. HOLLAND, *Ph.D. (Syracuse)*
Associate Professor, cross-appointed to Adult Education
(public finance and educational policy; alternative policies for postsecondary education)

EDWARD H. HUMPHREYS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed to Educational Administration and cross-appointed as Director, Ontario Council for Leadership in Educational Administration (OCLEA)
(management of educational systems; planning in collective bargaining; long-range planning; information in planning international development of school systems)

BETTY B. MACLEOD, *Ph.D. (Duke)*
Associate Professor
(demography for educational planning; population and economic development as determinants of educational systems; planning education for females in the labor force; planning education for the mentally retarded)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed to Measurement, Evaluation, and Computer Applications
(systems analysis and operations research techniques in educational planning; simulation models and information systems for school board planning and decision-making)

MICHAEL L. SKOLNIK, *B.Phil. (Oxford)*
Associate Professor, and Assistant Director (Administration), OISE
(studies of the relationship between education and employment; manpower policy and human resources development; resource allocation in education; economics of postsecondary education and adult training; institutional research and planning; collective bargaining)

CICELY WATSON, *Ph.D. (Harvard)*
Professor, cross-appointed from the Higher Education Group

DAVID N. WILSON, *Ph.D. (Syracuse)*
Associate Professor
(educational planning for developing nations; manpower planning; planning and evaluation of occupational training systems; comparative and international education; planned social change in Canada; Indian and Innuit (Eskimo) education; UNESCO)

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

SAEED QUAZI, *Dip.T.&R.P. (Toronto)*
Project Director in Educational Planning

F. GERALD RIDGE, *Ph.D. (McGill)*
Director of Capital Programming and Research, Metropolitan Toronto School Board

PROGRAMS OF SPECIALIZATION

There are four programs of specialization in the field of planning: M.Ed., M.A., Ed.D., and Ph.D. All programs undertaken on a full-time basis require attendance in the departmental non-credit seminars 1731F and 1732S at the master's level, or 3713F and 3714S at the doctoral level.

All full-time students beginning their programs during or later than 1976/77 are also required to take course 1720F Overview of the Field of Educational Planning (for credit).

MASTER OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

This program is intended primarily for micro-planners who may be employed within an educational system at the institutional level, the board level, or the area superintendency level. It has been designed with special reference to the needs of Ontario, but applications from students from other Canadian provinces and other countries will be considered. Students with backgrounds in related areas such as town planning, engineering, geography, economics, demography, statistics, mathematics, and sociology, or those whose positions or goals involve planning responsibilities, would find this program particularly useful. Certain make-up courses may be required, depending on the background of the applicant.

The program, which may be taken part-time, ordinarily consists of eight half-courses.

MASTER OF ARTS WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to this degree may have either a micro- or a macro-planning orientation; a choice of emphasis is permitted, according to the student's major area of planning interest and possible future employment.

This is primarily a research degree, intended as a base for work at the doctoral level. As there is no undergraduate program in educational planning, additional courses may be necessary, beyond the normal M.A. requirements, depending on the student's background.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The Ed.D. program in Educational Planning is designed primarily for practising planners and for administrators already engaged in planning activities for local boards or for institutions and ministries in Canada and abroad. Integration of the knowledge and the analytical skills of planning is developed through investigation of specific problems relevant to the interests of the student. The program emphasizes field experience and the study of (perhaps participation in) current policy development and planning in Ontario at the levels most appropriate to the student's interests.

DEPARTMENTAL REQUIREMENTS

In addition to the general requirements stated on pages 11 and 12, the applicant must hold a master's degree with specialization in Educational Planning from the University of Toronto, or an equivalent degree, and also have some planning or administrative experience.

PROGRAM OF STUDY

The Ed.D. program is organized as follows:

(a) The core of the program consists of

two interrelated modules equivalent to four half-courses. These modules will include two organized field experiences (observational or participatory), seminars, tutorials, and major papers on the process or phenomenon involved.

(b) Two modules of two half-courses each, related to the individual student's program interests. These can be taken within other departments of the Institute (or of the University) and may require interdepartmental participation in constructing the field experiences and tutorials involved.

(c) An educational planning thesis.

There is, however, no set course program that can be said to constitute the course requirements for all Ed.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN EDUCATIONAL PLANNING

The program leading to the Ph.D. degree will involve the study of several subjects relevant to educational planning, including such areas as: demography, economics, micro-planning, international planning, sociology, and systems analysis, with specialization in at least one such subject. The normal requirement for admission to the Ph.D. program is an acceptable M.A. degree in Educational Planning, or in a related field of specialization. In the latter case, additional coursework is normally required.

In addition to the major thesis and other requirements on pages 40 to 41, work for this degree includes:

(a) a major in Educational Planning, consisting of four appropriate half-courses;

(b) a first minor in Educational Theory, usually taken as a graduate course (or two half-courses) in another department of the Institute;

(c) a second minor, consisting of a graduate course (or two half-courses) taken in another department of the Institute. In some cases, a second minor in another department of the University of Toronto may be approved.

As with the Ed.D. program, there is no set of courses that can be said to constitute the course requirements for all Ph.D. students. The Department of Educational Planning may require a student to take any course or courses deemed appropriate.

COURSES

A course is identified with this department when the first two digits in the course number are 17 or 37. Not all courses will be offered in any one session. In some cases, scheduled courses may be cancelled when enrolment is unexpectedly low.

The decision to hold courses during the day or after hours is primarily determined by perceptions of enrolment. There will probably be more courses offered after hours in a given year than the Bulletin indicates.

1700 F THEORIES OF MICRO EDUCATIONAL PLANNING

An application of the concepts of planning to educational planning; an examination of the functions and range of activities of a planning office in a board of education and the relationship of planning decisions to political decisions.

C. Watson and staff, Regular Session (after hours)

1701 Y SCHOOL SYSTEMS: PLANNING PRACTICUM

The application of concepts of educational planning, town planning, and land

use planning to the work of the school board planner. In this course students carry out a set of planning exercises which include such things as projecting enrolment and teacher supply/demand, preparing a long-range budget, estimating the effects of urban redevelopment, choosing school sites, and estimating the effects on a school system of proposed policy changes in the public sector. Students from outside Ontario may do some of the exercises on their own jurisdictions but they must supply the appropriate statistics for their research.
C. Watson and staff, Regular Session (after hours)

1703 F,S EDUCATIONAL PLANNING: ECONOMICS OF HUMAN RESOURCES

This course deals with the relationship between education and economic activity at both the micro and macro level. Topics to be covered include the contribution of education to economic growth and individual earnings. Special references are made to the Canadian case.
M. L. Handa, Regular Session

1705 F,S DEMOGRAPHIC METHODS FOR EDUCATIONAL PLANNING

An introductory course dealing with the techniques and methodology of demography. Topics include population measurement and projection; population composition and structure; measurement of mortality, morbidity, and life expectancy; measurement of fertility and its differentials; estimation of internal migration and of changes in rural/urban distribution of population; implications of population change for the labor force; implications of dependency ratios; the interrelationship of international migration with labor force and population growth; implications of population change for economic progress, employment levels, and educational demand and supply.
B. B. Macleod, Regular Session

1706 F PUBLIC FINANCE AND EDUCATIONAL PLANNING

Public finance will be used as the frame of reference for studying allocation, distribution, and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. Public and institutional budgets will be regarded both as the focus of educational policy contests and as the salient feature of the environment for educational policy-making.
J. W. Holland, Regular Session (after hours)

1708 F,S EDUCATIONAL PLANNING FOR SOCIAL DEVELOPMENT

This course considers the linkages between education and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-populations within richer nations. Comparative data regarding a variety of specific educational policy problem areas (e.g., equality of access to and survival within educational systems, education and labor market access, education and community development) are examined, and several different theoretical conceptions of the development process are considered, to illustrate how empirical data and theoretical viewpoints interact to produce judgments regarding appropriate educational policy measures in specific jurisdictions.
J. P. Farrell, Regular Session

1709 F,S THE EDUCATIONAL PLANNING PROCESS IN DEVELOPING NATIONS

This course will emphasize the pragmatic approach to educational planning in developing nations, in which the data customarily used may be incomplete or unavailable. The scope and range of the general planning process, and the process of educational planning, will be

examined in the light of deficiencies in data and constraints of manpower, capital, and policy. The methodology for the conduct of planning in the more developed nations will be discussed in terms of its applicability to problems in the less developed nations.
D. N. Wilson, Regular Session

1712 F,S MANPOWER ASPECTS OF EDUCATIONAL PLANNING

This course examines the extent to which it is socially desirable and technically feasible to relate educational planning to projections of manpower requirements. Some of the topics included are the supply of and demand for educated manpower, unemployment of graduates and absorption of surplus labor, the impact of technological change on the occupational structure and skill requirements, methods of forecasting manpower requirements.
M. L. Handa, Regular Session

1714 F,S THEORY AND PRINCIPLES OF ECONOMIC PLANNING APPLIED TO EDUCATION

This course outlines the history of economic and educational planning and presents a comparative view of current planning practices in selected countries. Canadian educational planning problems are then discussed in this historical and comparative perspective.
M. L. Handa, Regular Session

1715 F METHODOLOGY FOR POLICY RESEARCH

The purpose of this course is to provide students with a frame of reference for critically evaluating and constructing policy-oriented writings. There will be an introduction to the logic and methods of theory construction in the social sciences, and the interrelationships of policy and non-policy research will be examined.
Staff, Regular Session

1716 F,S EDUCATIONAL PLANNING AND THE ORGANIZATIONAL BUDGET

The topic is organizational objectives and resource allocation. Budgets are regarded as the key organizational abstraction available to policy-makers, planners, and administrators. The budgetary process is examined as an important, though imperfect and incomplete, effort at reconciling competing organizational goals and activities. The state and municipalities are considered to be important organizations, but emphasis is on school boards and postsecondary institutions.
J. W. Holland, Regular Session

1717 F,S THE PLANNING OF EDUCATIONAL FACILITIES

This course is designed to acquaint educational decision-makers at all levels with the methods for estimating the need for and planning the development of educational facilities required for proposed educational programs. The interaction between educational policy changes, curriculum innovations, existing educational facilities, available resources, and the means and methods of implementation will be explored. Structural and institutional innovations required by policy changes will be investigated, and methodologies for dealing with all aspects of planning educational facilities will be surveyed.
D. N. Wilson and staff, Regular Session

1718 F,S POPULATION AND MANPOWER DETERMINANTS OF EDUCATIONAL SYSTEMS

This course relates population processes to educational attainment and innovation and to the structure of educational systems. Reference is made to the dynamics of demographic change; population composition and structure; social and manpower demands for education; and the distribution between consumption and investment expenditures. These are viewed as determinants

of a society's ability to provide the real and financial resources needed to support its educational goals. The course surveys both developing and developed countries.
B. B. Macleod, Regular Session

1720 F OVERVIEW OF THE FIELD OF EDUCATIONAL PLANNING

This course, which all full-time students must take in the first year of their program, is designed to provide a general review of the field of educational planning and a foundation for the other courses of the department.
Staff, Regular Session

1722 F SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING: PART I

An introductory overview of systems approaches to educational planning and decision-making. Topics to be covered include: systems theory and the systems approach, project planning and scheduling techniques, linear programming, game theory, simulation techniques, Markov Chains, cost-effectiveness analysis and management information systems. Emphasis will be on concepts and structure of the techniques. The level of mathematical development of the topics will be minimal: a background of high school mathematics should suffice.
S. Padro, Regular Session

1723 S SYSTEMS APPROACHES AND APPLICATIONS TO EDUCATIONAL PLANNING: PART II

The application of systems techniques to address current issues in education at the institutional, regional, and national levels of educational systems. Topics such as organizational data collection and maintenance, implications of collective agreements, development of management systems, and long-range planning will be developed from a systems perspective. Examination of problem areas will emphasize in-depth analysis and implementation.
E. H. Humphreys, Regular Session

1724 S THE PLANNING, IMPLEMENTATION, AND EVALUATION OF OCCUPATIONAL TRAINING INSTITUTIONS AND PROGRAMS

This course will examine traditional and innovative approaches to occupational training. Both preservice and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financing arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evolution of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.
D. N. Wilson, Regular Session

1725 F,S,H ANALYSIS OF EDUCATIONAL DECISION-MAKING

This course provides a means for systematically analysing educational policy decisions and processes, drawing upon both the relevant literature and the experience of students involved in group decision-making processes in educational institutions. All students will have the opportunity *(a)* to systematically analyse some educational policy issues which they are dealing with in their own institutional setting, or policies which constrain the decision-making processes in which they are participating; *(b)* to review research relevant to the policies under consideration (e.g., is there evidence of a relationship between enrolment levels and tuition fees?); *(c)* to examine the social implications of the policies; and *(d)* to analyse alternative policies. The course provides a structured opportunity for students to work with real-time policy problems within decision-making groups in which they are involved in order to understand how decisions are made in educational institutions, and how the decision process interacts with, and constrains, what emerge as "acceptable" methods and solutions.

Prerequisite: Permission of the instructor.

Staff, Regular Session

1727 F,S,H THE POLITICS OF EDUCATIONAL PLANNING AND MODEL BUILDING

Educational planning can proceed successfully only if a variety of models – mental or mathematical – are incorporated into the process of decision-making. This seminar will deal with the formulation, development, and implementation of educational models used in the policy and management areas. The political aspects of model building will be discussed at great length. Actual operating planning models used in the educational sector will be presented.

G. S. Tracz, Regular Session

1731 F SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

This is a compulsory non-credit course to be taken by every full-time student as part of the academic program during each year of residence within the department. The series of seminars includes presentations by visiting speakers, faculty, and students. The main object of the course is to provide a regular forum for academic discussion in the department.

Staff, Regular Session

1732 S SEMINAR IN EDUCATIONAL PLANNING: MASTER'S LEVEL (Non-Credit)

Description as for 1731F.

Staff, Regular Session

1733 F,S,H PREPARATION FOR COLLECTIVE BARGAINING IN EDUCATION

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will be placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either staff or management teams.

E. H. Humphreys, Regular Session

1740 F,S,H SPECIAL TOPICS IN EDUCATIONAL PLANNING

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.

Staff, Regular Session

1752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3703 F POLITICAL ECONOMY OF EDUCATIONAL INEQUALITY

The objective of the course is to examine the phenomenon of educational inequality and its relationship with economic inequality within the political economy framework while covering the

liberal/conservative theories of inequality. Throughout, the focus will be on the role of social policy and planning and other alternative approaches to social change.
M. L. Handa, Regular Session

3704 S MANAGEMENT MODELS FOR EDUCATIONAL INSTITUTIONS
This seminar deals with alternative managerial approaches to system-wide planning for postsecondary institutions under varying demographic conditions and financial support. The role of advisory/buffer/intermediary bodies, provincial faculty associations, student unions, and other research agencies is examined in the context of annual budgeting, information analysis, and long-range planning at the system/government interface. Impact of the federal government on system-wide management and planning of postsecondary education is analysed.
G. S. Tracz, Regular Session

3708 F SEMINAR: CONTROVERSIAL EDUCATIONAL ISSUES IN DEVELOPMENT PLANNING
An examination of divergent views on theoretical and practical issues and problems of educational planning in developing nations. Some of the issues examined are: rate of extension of primary education; technical versus general education; adaptation of education to the local social and cultural setting; the role of international aid agencies in local planning; and domestic versus foreign provision of postprimary education.
J. P. Farrell and *D. N. Wilson,* Regular Session

3711 F,S SIMULATION AND GAMING FOR EDUCATIONAL DECISION-MAKING
The course will introduce students to concepts and applications of simulation techniques useful for educational decision-making and policy analysis. The course will include simulation model design and evaluation. A variety of materials, both manual and computer-based, will be utilized in the course for demonstration of the approach to problem-solving and policy decisions.
S. Padro, Regular Session

3713 F SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)
Description as for 1731F (non-credit), but at the doctoral level. Every doctoral student is expected to make at least one seminar presentation during the period of resident study.
Staff, Regular Session

3714 S SEMINAR IN EDUCATIONAL PLANNING: DOCTORAL LEVEL (Non-Credit)
Description as for 3713F.
Staff, Regular Session

3715 F,S,H DIRECTED RESEARCH IN DEMOGRAPHY FOR EDUCATIONAL PLANNERS
This course is designed to meet the needs of students interested in special topics and methodology in demography. It concentrates on areas such as fertility, migration, mortality, labor force, population projection, etc., selected with a view to the students' particular backgrounds and needs.
B. B. Macleod, Regular Session (offered as required)

3716 F,S METHODOLOGIES FOR COMPARING EDUCATIONAL SYSTEMS
This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular

attention will be paid to *(a)* the special analytical problems faced when using comparative data, and *(b)* the use of comparative data for testing propositions and developing theory in education.
D. N. Wilson, Regular Session

3717 S EDUCATIONAL POLICY ANALYSIS I: MIGRATION, RACIAL ISSUES, AND PROBLEMS FOR EDUCATIONAL POLICY

The subject is interconnections among immigration, racial issues, and educational policy. Educational policy is treated both as reaction to and determinant of changes in immigration. The contemporary educational system in Ontario is a special concern, but migration is also examined as an influence both past and present on educational policies in other provinces and other countries.
J. W. Holland and *B. B. Macleod,* Regular Session

3721 A,B,Y TUTORIAL IN PLANNING: PART I

This tutorial, under the direction of three faculty members of the Department of Educational Planning, examines current problems and processes in the field as an integrated planning experience for Ed.D. students. Theoretical approaches of several disciplines will be exploited, and the application of problem-solving skills appropriate to the particular policy issues involved will be emphasized. The tutorial must be developed individually for each student, and may involve planning for local, institutional, provincial, or national educational systems. Tutors will be selected, as required by the content of the tutorial, to provide guidance in systems analysis, problems of resource allocation, forecasting, etc. This tutorial will ordinarily be taken in the first term of residence for Ed.D. students. It is a component of the modules mentioned under "Program of Study" for the Ed.D. in the "Programs of Specialization" section above. While this course has been designed for Ed.D. students, those students in a Ph.D. program may be considered where background and program needs are appropriate.

Prerequisite: Permission of the instructors.
E. H. Humphreys and staff (offered as required)

3722 A,B,Y TUTORIAL IN PLANNING: PART II

This tutorial is a complement to 3721A,B,Y. It differs only in its emphasis upon future problems and processes as opposed to current phenomena. It will ordinarily be taken in the second term of residence for Ed.D. students.
E. H. Humphreys and staff (offered as required)

3740 F,S,H SPECIAL TOPICS IN EDUCATIONAL PLANNING

Description as for 1740F,S,H, but at the doctoral level.
Staff, Regular Session

3752 F,S,H INDIVIDUAL READING AND RESEARCH IN EDUCATIONAL PLANNING: DOCTORAL LEVEL

Description as for 1752F,S,H, but at the doctoral level.

The following courses might also be of special interest to students in Educational Planning:

Educational Administration: 1017F,S,H, 1029F,S,H, 1030F,S,H, 1035F,S,H

Higher Education: 1807Y, 1809F, 1812S

Measurement, Evaluation, and Computer Applications: 1520F,S,H, 1525H

Higher Education Group

Graduate Studies Academic Secretary, to whom inquiries concerning programs in Higher Education should be directed:
CHARLES E. PASCAL, *Ph.D. (Michigan)*
Professor, and Chairperson of the Higher Education Group
(design and evaluation of instructional systems; research in higher education)

BERTRAND L. HANSEN, *A.B. (Ohio State)*
Associate Professor
(decision-making processes in post-secondary education; organization, management, quantitative and qualitative planning for resource allocation in universities and colleges)

CICELY WATSON, *Ph.D. (Harvard)*
Professor, cross-appointed to Educational Planning
(planning as a tool for social policy, forecasting techniques and planning methodology, professional education and manpower forecasting, research on the transition from study to employment or practice)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed to History and Philosophy of Education
(history and philosophy of higher education, philosophy of science, philosophy of language, theory of knowledge, and philosophy of research traditions)

UNIVERSITY OF TORONTO
CROSS-APPOINTMENTS:

P. NIALL BYRNE, *Ph.D. (Toronto)*
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ROBIN S. HARRIS, *Ph.D. (Michigan)*
Professor of Higher Education, cross-appointed from the Faculty of Education, University of Toronto; and University of Toronto Historian
(may not be teaching but will be supervising graduate theses)

DANIEL W. LANG, *Ph.D. (Toronto)*
cross-appointed from the University of Toronto, Assistant Vice-President and Director of University Planning and Analysis; Editor, Canadian Journal of Higher Education

ARTHUR I. ROTHMAN, *Ed.D. (State University of New York at Buffalo)*
Professor, cross-appointed from the Faculty of Medicine, University of Toronto

ASSOCIATED COLLEAGUES:
In addition to their participation in courses offered by the Higher Education Group, these colleagues act as advisors to the program generally.

MARNI DE PENCIER, *Ph.D. (Toronto)*
Formerly, Assistant Secretary to the Council of Ontario Universities

JOHN G. DIMOND, *Ph.D. (Toronto)*
Executive Assistant to the Vice-President, Campus and Community Affairs, University of Toronto

EDWARD J. MONAHAN, *Ph.D. (Toronto)*
Executive Director, Council of Ontario Universities

HOWAT NOBLE, *M.A. (Carleton)*
Director, College Affairs Branch, Ministry of Colleges and Universities, Ontario

RICHARD J. STORR, *Ph.D. (Harvard)*
Professor Emeritus, York University

RICHARD G. TIBERIUS, *Ph.D. (Toronto)*
Research Associate, Division of Studies in Medical Education, and

Assistant Professor, Department of Family and Community Medicine, Faculty of Medicine, University of Toronto

NORMAN WILLIAMS, *M.Ed. (Toronto)*
Chairman, Ontario Council of Regents

BENSON WILSON, *B.Sc. (Oxford)*
Assistant Deputy Minister, Ministry of Colleges and Universities, Ontario

PROGRAMS OF SPECIALIZATION

Courses in Higher Education are designed for students pursuing one of three types of career:

(a) administration of some aspects of higher education, either in an institution of higher education, such as a university or community college, or in an agency – governmental or otherwise – concerned with the public administration of higher education;

(b) teaching in institutions of higher education. There may be graduate students in fields other than educational theory who wish to take a course in Higher Education as a minor subject in order to become more familiar with the setting in which they will be serving;

(c) higher education as a secondary interest related to another field, such as adult education, educational planning, the history of education, the economics of education, or the sociology of education.

Graduate students may proceed to the M.Ed., M.A., Ed.D., or Ph.D. degree in Educational Theory with specialization in Higher Education. Also, the courses in Higher Education may be taken as electives by degree candidates in the Department of Educational Theory or in other departments of the School of Graduate Studies. In addition to students who are candidates for degrees, others who are graduates of approved universities may, with the permission of the Department of Educational Theory and the instructor concerned, enrol in the courses in Higher Education.

The general requirements for degrees in Educational Theory are outlined on pages 33 to 43 of this Bulletin. These incorporate the basic requirements for graduate degrees of the University of Toronto as outlined in the Calendar of the School of Graduate Studies. The following sections outline, within these patterns and regulations, how students may proceed to advanced degrees in Educational Theory with specialization in Higher Education.

Background

Because of their relevance to the study of education it is helpful to candidates to have become acquainted, at the university level, with at least some of the fields of history, philosophy, psychology, sociology, anthropology, economics, and political science. However, a high proportion of the people engaged in higher education, and likely to benefit from the formal study of higher education, have followed university programs in areas other than the humanities and social sciences – in the physical sciences, the life sciences, and the professions, for example. It is recognized that students with such academic background should have access to degree programs with specialization in Higher Education; however, prerequisite study may be prescribed.

Candidates are required to be or to become familiar with what are often called educational foundations: the history, philosophy, psychology, and sociology of education. A candidate who is otherwise admissible but who has not studied in these fields will be required to take at least two half-courses or the equivalent chosen from among these fields, either by preliminary study or as part of the graduate program.

Applicants with advanced degrees in fields other than Educational Theory

(Higher Education) may be admitted to the doctoral programs in this field after any required prerequisite study has been successfully completed. Details regarding the conditions of such entry are available upon request from the Office of the Coordinator of Graduate Studies or from the Graduate Studies Academic Secretary of the Higher Education Group.

CERTIFICATE PROGRAM IN HIGHER EDUCATION

The program is designed to assist persons who occupy administrative positions below the level of middle and upper management in postsecondary institutions (e.g., administrative assistants, officers, senior secretaries, etc.) who are either inadmissible to degree programs or unable to devote the time required to complete a graduate degree. The program includes: *(a)* a systematic orientation to the full range of problems which relate to postsecondary education; *(b)* an opportunity to develop specific research skills which are relevant to the areas of administration in which the students are interested.

Students participate, on a part-time basis (work equivalent to one half-course per term), over a period of two years.

The Certificate Program in Higher Education has three parts:

(a) A specially designed course entitled Basic Issues in Postsecondary Education, modelled on the degree course currently offered by the Higher Education Group (HEG) entitled Recurrent Issues in Higher Education, to be taken during the first year. Like the existing course, Basic Issues is designed to acquaint the student with the full range of issues which characterize postsecondary education and thus to orient the student to the field as a whole. It consists of a systematically arranged sequence of seminars, that is, a series of topics presented in a definite order and with specifically assigned readings for each session. In most instances, a seminar begins with introductory comments by the instructor, followed by reports by particular students on assigned readings and general discussion. In addition, a great deal of attention is paid to the problems of presenting written assignments. This course will be offered after hours.

(b) The successful completion of a regular OISE half-course, generally an HEG course, selected by the student in consultation with the program coordinator. This course is normally taken in the first term of the second year.

(c) The successful completion of a specially arranged practicum in which the student, under the direction of a supervisor, who will normally be a staff member in the student's institution, and under the general supervision of HEG staff, will carry out a research project or study on a topic of interest and concern to both the student and the institution.

For further information or application, please contact: Coordinator, Certificate Program, Higher Education Group, Room S950, OISE, 252 Bloor St. W., Toronto, Ontario M5S 1V6.

MASTER OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

A student, in accordance with the general regulations for the regular M.Ed. program, is required to take eight half-courses or the equivalent. Students without teacher certification are required to take ten half-courses. All students must take 1803Y. The remaining program will be designed individually with each student.

MASTER OF ARTS WITH SPECIALIZATION IN HIGHER EDUCATION

Most students are admitted to a two-year M.A. program comprising twelve half-courses or the equivalent, including 1803Y. Students admitted to an "extended" M.A. program requiring ten half-courses (usually because of two half-course credits granted for teacher training and certification) will also be required to take 1803Y as their first course. In the individual case a graduate with a highly relevant four-year undergraduate degree may be considered for some reduction in the program requirements. The remaining program will be designed individually with each student. In addition, a thesis is required.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HIGHER EDUCATION

In addition to the general requirements for Ed.D. admission as outlined on pages 11 and 12 of this Bulletin, the Higher Education Group specifies the following:

(a) a University of Toronto M.Ed. or an M.A. in Educational Theory, with specialization in Higher Education, or the equivalent;

(b) at least two letters of reference commenting on scholarly achievement and promise, or professional achievement and promise, or both;

(c) a personal interview with the candidate to be arranged when possible.

Program and Pattern of Study

(a) A minimum of eight half-courses or the equivalent are required beyond the relevant M.Ed. or M.A. degree. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S.

(b) A thesis reporting the results of a study, the emphasis of which may be either theoretical or applied.

(c) A minimum of two consecutive terms of full-time study: Fall and Spring *or* Spring and Fall.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HIGHER EDUCATION

Ordinarily the Ph.D. program consists of eight half-courses beyond the relevant M.A. degree or its equivalent. These eight half-courses will include four half-courses or the equivalent in Higher Education (the candidate's major subject), one of which shall be 1803Y, if not already taken. In addition, *one* of the following is required: 1807Y or 1808Y or 1801F *and* 1802S. A thesis is required.

PROGRAM AREAS

The Higher Education Group courses (and several courses from other departments directly appropriate for students in the Higher Education Group) are listed according to three areas of specialization. Courses in each area are listed in parentheses.

1. *Studies in Higher Education* (1801F, 1802S, 1807Y, 1808Y)

2. *Teaching, Learning, and Curriculum* (1814F, 1815S, 1816S, 1817F, 1818H, 3980H)

3. *Institutional Research, Planning, Administration* (1809F, 1813F, 3704S)

A fourth category, Special Courses, lists special interest courses (1805F, 1812S, 1848S, 3902F).

Note: Some courses are given in alternate years. Please write to the department to get specific listings and instructors for the next academic year.

COURSES

A course is identified as Higher Education when the first two digits are 18 or 38.

1801 F THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA I: AN OVERVIEW

An analysis of the development of universities and other postsecondary institutions in English- and French-speaking Canada since the seventeenth century with particular reference to the period since 1950. Parallel developments in other English-speaking countries (the United States, the United Kingdom, Australia) will receive attention.
Staff

1802 S THE DEVELOPMENT OF HIGHER EDUCATION IN CANADA II: RESEARCH SEMINAR

An opportunity for those who have taken 1801F to examine, in depth, a particular area of interest and to produce and present a research paper to the seminar.

Prerequisite: Permission of the instructor for those who have not taken 1801F.
Staff

1803 Y RECURRENT ISSUES IN POSTSECONDARY EDUCATION

An examinaton of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future wherever programs of higher education are provided. The seminar will examine the relevance of the particular disciplines which can be drawn upon to resolve particular problems in postsecondary education, notably economics, history, philosophy, political science, psychology, and sociology.
C. E. Pascal

1805 F THE COMMUNITY COLLEGE

An examinaton of the development of non-degree-granting institutions and an analysis of the problems which face such institutions. Sample problems will include those created by rapid growth, changing technologies, uncertain federal and provincial support, and conflict created by different constituencies within colleges and the community.
Staff

1807 Y SYSTEMS OF HIGHER EDUCATION

A descriptive and analytical treatment of a variety of systems of post-compulsory (higher and further) education, with special attention to the structure of the total system, including the foundations upon which it rests and the social, political, cultural, and ideological factors which have shaped it. The Canadian scene is considered in depth first, in conjunction with an examination of the comparative approach to the study of systems of education, followed by a thorough analysis of two or more other systems. Particular attention is paid to the contemporary influences at work on the trend from autonomy to systems – the drive toward coordination and the demand for public accountability.
Staff

1808 Y THE IDEA OF THE UNIVERSITY

An examination of leading concepts of the primary nature of the university as an institution of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries. A seminar involving selected readings.
Staff

1809 F ADMINISTRATION OF COLLEGES AND UNIVERSITIES

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices.
B. L. Hansen

1812 S EDUCATION AND THE PROFESSIONS

An examination of the present status of professional education in universities and other postsecondary institutions and an analysis of the basic educational problems of particular professions and paraprofessions. While the initial seminars will be devoted to the characteristics and problems which the professions appear to have in common and to clarifying the distinction between professional, paraprofessional, and vocational education, the focus of the course for the individual student will be based on the professional field in which he or she is primarily engaged.
C. Watson

1813 F RESEARCH IN THE UNIVERSITY

An exploration of the history and growth of research in the university, together with an examination of purpose, practices, policies, and funding, with special reference to the role of governments.
Staff

1814 F CURRICULUM IN INSTITUTIONS OF HIGHER EDUCATION

A study of the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

1815 S TEACHING IN INSTITUTIONS OF HIGHER EDUCATION

A study of the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

1816 S CONCEPTIONS OF LEARNING IN HIGHER EDUCATION

An explanation of contemporary theories of learning as they apply to instruction and curriculum design in postsecondary educational institutions.
Staff

1817 F RESEARCH METHODS IN HIGHER EDUCATION

A systematic analysis of methods for researching problems in postsecondary institutions. Case studies drawn from the literature of both educational and institutional research will be used to illustrate appropriate research models for dealing with problems in higher education.
C. E. Pascal

1818 H EDUCATIONAL DEVELOPMENT: STRATEGIES FOR ENHANCEMENT OF THE EDUCATIONAL PROCESS IN POSTSECONDARY INSTITUTIONS

An exploration of a wide range of strategies for the enhancement of the education process and emphasis on the application of these strategies as applicable to the specific educational setting selected by the student.
Staff

1820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: MASTER'S LEVEL

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Regular Session and Summer Session OISE course schedules.
Staff

1848 S ISSUES AND INNOVATIONS IN GRADUATE EDUCATION

This course will be a seminar on major problems confronting contemporary graduate education in general and on their possible solutions, OISE being considered as a particular case. Issues to be considered in comparative and historical perspective include: access and admissions, advising, residence, administration, curricular structure, the context of graduate education and relations to external communities, assessment of students and faculty, classroom organization, degree and non-degree programs, fiscal concerns,

relationship between teaching and research, etc. Participants will prepare and comment on "position papers" that review issues and assess alternative solutions.
Staff

1852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: MASTER'S LEVEL
Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

3820 F,S,H SPECIAL TOPICS IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1820F,S,H.
Staff

3852 F,S,H INDIVIDUAL READING AND RESEARCH IN HIGHER EDUCATION: DOCTORAL LEVEL
Description as for 1852F,S,H but at the doctoral level.

The following courses offered by other OISE departments are acceptable in fulfilment of the requirements in Higher Education and for prerequisite work for Higher Education degree programs:

ADULT EDUCATION
1100F,S,H Outline of Adult Education; 1101F,S,H Program Planning in Adult Education; 1106F,S,H Small-Group Experience and Theory; 1110F,S,H Basic Processes in Facilitating Adult Learning; 1113F,S,H The Maturation Process and Adult Learning; 1119F,S,H The Social and Institutional Context of Adult Counselling; 1120F,S,H Foundations of Adult Counselling; 1125F,S,H Adult Basic Education; 1135F,S,H Practicum in Organization Development; 3107F,S,H Social Foundations of Adult Learning; 3111F,S,H Theories of Psychological Development During Adulthood; 3112F,S,H Educational Gerontology; 3124F,S,H Advanced Seminar: Basic Processes in Facilitating Adult Learning; 3125F,S,H Continuing Education of Professional Personnel: Principles, Modes, and Problems

APPLIED PSYCHOLOGY
1210F,S,H Learning Styles and Teaching Approaches; 1236F,S,H Psychology of Educational Change; 3222F,S,H Analysis of Teaching Strategies

CURRICULUM
1309F,S,H Clinical Analysis of Teaching; 1358F,S,H Strategies for Implementing Curriculum Innovations; 1360F,S,H Evaluation of Curriculum and Instruction; 1378F,S,H Schooling and Outcomes Not Traditionally Assessed; 3360F,S,H Analysis of Curriculum Evaluation Issues

EDUCATIONAL ADMINISTRATION
1012F,S,H Clinical Analysis of the Administrative Process; 1018F,S,H The Political Organization of Education; 1022F,S,H The Social Context of Administration; 1030F,S,H The Legal Context of Education; 1032F,S,H Administration of Community Colleges; 3013F,S,H Dynamics of Organizational Behavior; 3021F,S,H Dissemination and Utilization of Knowledge in Education

EDUCATIONAL PLANNING
1715F Methodology for Policy Research; 1725F,S,H Analysis of Educational Decision-Making; 3704S Management Models for Educational Institutions; 3708F Seminar: Controversial Educational Issues in Development Planning; 3711F,S Simulation and Gaming for Educational Decision-Making

HISTORY AND PHILOSOPHY OF EDUCATION
1400F,S,H History of Education in Antiquity and the Middle Ages;

1401F,S,H History of European Education (Renaissance, Reformation, Early Modern); 1402F,S,H History of Modern European Education; 1403F,S,H History of Education in Canada; 1420F,S,H Social History and Education; 3445F,S,H Advanced Problems in the Philosophy of Science and Science Education

MEASUREMENT, EVALUATION, AND COMPUTER APPLICATIONS
1500F,S,H Computers and Individualized Instruction; 1501F Computer-Guided Instruction; 3535S Simulation Models of Cognition and Learning; 1659F,S,H Evaluation of Current Issues in Ontario Education; 3610S Evaluation Methodology and Theory

SOCIOLOGY IN EDUCATION
1903S Sociology of Minority Groups, Multiculturalism, and Policy-Making in Education; 1909F,S Practical Problems in Educational Innovation; 3902F Educational Systems and Social Change

History and Philosophy of Education

E. CHRISTOPHER OLSEN, *Ph.D. (London)*
Associate Professor, and Chairperson of the Department
(philosophy of mind; theory of knowledge; theory of human action; Piaget's genetic epistemology)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JOHN A. EISENBERG, *A.M. (Pennsylvania)*
Associate Professor
(philosophy of history and social science; social studies education; values education; the philosophy of law and legal education)

CLIVE M. BECK, *Ph.D. (New England)*
Professor, and Coordinator of Graduate Studies, OISE
(philosophy of values; social theory; moral education; theory of educational inquiry; religious education)

DWIGHT R. BOYD, *Ed.D. (Harvard)*
Assistant Professor
(moral education; ethical issues in education; interface between philosophy and psychology; philosophical issues related to gender in education)

WILLARD BREHAUT, *Ed.D. (Toronto)*
Professor
(Canadian education; teacher education; development of educational research)

MALCOLM A. LEVIN, *Ed.D. (Harvard)*
Associate Professor, cross-appointed to Educational Administration
(alternative schools and programs; the culture of the school; critiques of society and schooling)

DAVID LEVINE, *Ph.D. (Cambridge)*
Associate Professor
(social modernization and economic change; historical demographic and social structural analysis)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to Sociology in Education
(theory of plural societies; language policies; cultural pluralism and education; comparative studies of education in industrial societies)

DIETER MISGELD, *Dr.Phil. (Heidelberg)*
Associate Professor
(phenomenology and existentialism; social philosophy; philosophy of social science in relation to the critical theory of society)

RUTH R. PIERSON, *Ph.D. (Yale)*
Associate Professor
(education in early modern and modern European history; twentieth-century German history; intellectual history and women's history)

ALISON PRENTICE, *Ph.D. (Toronto)*
Associate Professor
(history of Canadian education; education in nineteenth-century Ontario; history of American education; history of women and the family; history of women teachers)

EDMUND V. SULLIVAN, *Ph.D. (Syracuse)*
Professor, cross-appointed from Applied Psychology and to the Franco-Ontarian Centre

HAROLD M. TROPER, *Ph.D. (Toronto)*
Associate Professor
(Canadian social history; education of ethnic and minority groups; subsidiary interest in American history)

IAN WINCHESTER, *D.Phil. (Oxford)*
Associate Professor, cross-appointed from the Higher Education Group

PROGRAMS OF SPECIALIZATION

This department offers the following programs:

M.Ed. in History and/or Philosophy of Education

M.A. in History and/or Philosophy of Education

Ed.D. in History and/or Philosophy of Education

Ph.D. in History and/or Philosophy of Education

Candidates normally specialize in *either* History *or* Philosophy of Education. However, in individual cases, candidates may be admitted to a degree in History *and* Philosophy of Education.

Faculty advisors are normally assigned to new students according to apparent areas of special interest within history/philosophy of education. Applicants are requested to indicate their special interests as early as possible. It is departmental policy that students are free to change advisors after an intitial period of orientation.

Applicants with suitable academic qualifications may be admitted to an M.A. or Ph.D. program without having had professional training for teaching, or professional experience. Such experience, however, may be considered important for appropriate occupational placement after graduation.

Candidates who have no teaching or other professional experience in education will normally be required to gain some knowledge of the nature and problems of contemporary education. Specific activities to meet these requirements will be worked out jointly between student and advisor. The extracurricular and developmental activities of the Institute and this department will provide the main avenues for meeting these requirements.

Under present School of Graduate Studies regulations, a student with an M.A. in history or philosophy, but with no graduate study in education, must complete some courses in education before entering the second year of a three-year Ph.D. program. Sometimes, courses in history, philosophy, or other closely related areas may be counted as education courses for this purpose (e.g., Early Greek Thought, Theory of Knowledge). However, without these, the necessary courses must be completed in some graduate department of education, at OISE or elsewhere, before admission to the second year of the Ph.D. program. In addition, if the M.A. did not include a thesis, the candidate must complete a Qualifying Research Paper as a prerequisite to admission.

MASTER OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The normal M.Ed. program consists of eight half-courses, *four* of which must be in History *or* Philosophy of Education. It is possible for students to take an M.Ed. with concentration in History *and* Philosophy of Education; this program requires that a minimum of *five* half-courses be taken in this department.

M.Ed. students with special interests may find a number of closely related courses within this and other OISE departments, for example, in one of these areas: science education, moral education, educational policy studies, social studies education. This department allows considerable flexibility in the arrangement of courses of study, in cooperation with other departments, to meet the special interests of individual students.

MASTER OF ARTS WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Full-time candidates will be admitted to a one-year program for this degree,

provided history and/or philosophy has been a major subject in their bachelor's degree. The four-year B.A. History and/or Philosophy programs offered by the University of Toronto will normally be taken as the standard for assessment of the extent and level of work done in history and/or philosophy by graduates from other universities. In certain cases, some additional coursework or reading in history and/or philosophy may be required. A part-time Master of Arts degree is also offered.

On consultation with faculty advisors, students with special interests or exceptionally strong backgrounds in history and/or philosophy may be allowed to substitute relevant courses in other departments of the School of Graduate Studies for some of the required courses in the Graduate Departments of History or Philosophy.

In cases where candidates do not have a four-year B.A. in History and/or Philosophy but have a strong degree in certain related fields (Sociology, Religious Studies, Classical Studies, Political Science, English Literature, History and Philosophy of Science and Technology, Medieval Studies, Renaissance Studies, Geography, Anthropology, Theoretical Physics, etc.), an assessment will be made of the academic background and the relevance to the proposed graduate study; where deemed necessary, preliminary work in history and/or philosophy or a related field may be required before admission.

One-Year Program Leading to the M.A.

(a) Three half-courses in History and/or Philosophy of Education.

(b) Two half-courses, or the equivalent, normally taken in the Department of History or the Department of Philosophy of the School of Graduate Studies.

(c) One elective half-course, normally, but not necessarily, taken in the Department of History and Philosophy of Education.

(d) A thesis.

Note: Any students planning to proceed directly to a Ph.D. program and/or to receive the M.A. degree at the Fall convocation should plan their thesis research and writing so as to enable them to present the final draft of their thesis to their committee *not later than September 1*. This means that such students will need to work full time on the thesis during the summer months.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

The Doctor of Education program is designed primarily for experienced educators who wish to undertake a concentrated period of research and study and who intend to continue in their particular fields of practice.

Candidates must have an M.Ed. or M.A. degree with specialization in history and/or philosophy of education at the University of Toronto or an equivalent degree. Candidates with an M.A. or M.Ed. without specialization in history and/or philosophy of education will be required to take additional courses before admission to the degree program. In addition to the general admission requirements for the Ed.D. (see pages 11 to 12), applicants to this department must show evidence that they have made a highly creative response to the problem areas encompassed in their professional roles and are able to identify a significant research and/or development problem.

Prior to admission to the Ed.D. program applicants must submit a brief statement clearly outlining the area and nature of their study or research interests.

The Ed.D. in this department is a highly individualized degree. Each applicant consults with faculty members *before* being admitted to the degree program. The student and this faculty group, in a series of conferences, will jointly work out a program of study.

The normal requirements (some variation in the sequencing of study may be permitted for individual candidates) for the program are as follows:

(a) Two half-courses taken on a part-time basis prior to the resident year of full-time study.

(b) Two Ed.D. seminars (courses 3490F and 3491S) taken during the resident year (which is two consecutive academic terms of full-time study).

(c) Two Ed.D. practica (courses 3494H and 3495H) taken either during the resident year or following the resident year on a part-time basis. In some cases other practically oriented courses in the department may be substituted for one or both practica if deemed appropriate for the student's program needs.

(d) Two further elective half-courses taken either during the resident year or on a part-time basis.

(e) Ed.D. candidates will undertake a thesis. This will be a study that either addresses theoretical issues applicable to educational practice or focusses more directly on practical problems. Considerable flexibility in the nature and design of the thesis is permitted. Four of the eight half-courses required for the Ed.D. program are normally taken during the resident year. With the faculty advisor's approval, a student may take a maximum of six half-courses during the resident year.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN HISTORY AND/OR PHILOSOPHY OF EDUCATION

Years 2 and 3 of the Ph.D. program (counting the one-year program for the M.A. as Year 1)

The Ph.D. degree requires two years of full-time resident study. Candidates in this department are normally admitted first to the M.A. degree program. The M.A. constitutes the first year of the Ph.D. program. Candidates who have an M.A. or equivalent degree in history and/or philosophy of education are admitted to the second year of the Ph.D. program.

The normal requirements for this program are as follows:

(a) A major consisting of four half-courses, normally (but not necessarily all) in History and/or Philosophy of Education.

(b) A first minor consisting of two half-courses, normally (but not necessarily) in History and/or Philosophy of Education.

(c) A second (or outside) minor consisting of two half-courses, or the equivalent, normally taken in the Department of History or the Department of Philosophy of the School of Graduate Studies.

(d) A thesis.

In many cases, students may be allowed credit for two of the above eight half-courses on the basis of appropriate courses already completed in a previous graduate degree program. Students should, however, ensure that the courses selected for the doctoral program provide them with the necessary major and minor subjects.

It often happens that students require more than these resident years to produce an acceptable thesis. After the required resident years, it is possible to complete the thesis on a part-time basis, subject to the time limit for completion of the degree.

COURSES

A course is identified with this department when the first two digits in the course number are 14 or 34. It should be noted that *in this department the initial digit (1 or 3) does not necessarily indicate course level.* Most courses may be taken at either the master's or doctoral level.

Courses in this department are normally open to students in other departments as well, except where indicated prerequisites or excessive enrolments would preclude this.

Although the following courses are listed in the Bulletin, not all are offered in any given year. An element of uncertainty is caused by members of staff going on sabbaticals or leaves of absence, or being seconded to other appointments. In order to be clear regarding course offerings for the coming year, please check the OISE course schedules for appropriate sessions. These will be available at a later date from the Office of the Coordinator of Graduate Studies, or in the Department of History and Philosophy of Education.

1400 F,S,H HISTORY OF EDUCATION IN ANTIQUITY AND THE MIDDLE AGES

Educational institutions and ideals in the light of cultural history: e.g., education and the city state, Greek philosophy, Hellenistic imperialism, Roman civic ideals, Judaism and early Christianity, medieval society and politics. Case studies in the roles of educational institutions and methods in acculturation.
Staff

1401 F,S,H HISTORY OF EUROPEAN EDUCATION (RENAISSANCE, REFORMATION, EARLY MODERN)

Studies in the history of education from the Renaissance to the Enlightenment. In particular this course will study humanism as it emerged in fourteenth-century Italy and became the dominant intellectual movement of the Renaissance and the foundation of educational theory in early modern Europe.
R. R. Pierson

1402 F,S,H HISTORY OF MODERN EUROPEAN EDUCATION

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871–1945 provides a case in point.
R. R. Pierson

1403 F,S,H HISTORY OF EDUCATION IN CANADA

Survey of the history of education in Canada, with particular reference to the following: organization of education in Canada, history of education in each of the provinces, the role of the federal government in education, church and state in Canadian educational history, changing educational theory and practice, Canadian education and its critics past and present. (See also 1404F,S,H and 3403F,S,H.)
W. Brehaut

1404 F,S,H HISTORY OF EDUCATION IN CANADA: SELECTED TOPICS

This is a continuation of 1403F,S,H. A seminar course on selected aspects of the history of education in Canada: topical study of the development in Canada of educational administration, curriculum and methods, teacher education, and other aspects of education to be decided in class.

Prerequisite: 1403F,S,H or equivalent.
W. Brehaut

1406 F,S,H HISTORY OF EDUCATION IN COLONIAL CULTURES

An examination of how educational assumptions, traditions, and structures are transmitted from metropolitan to true colonial cultures and how they are changed to form new syntheses.
Staff

1407 F,S,H MASS EDUCATION IN ENGLISH HISTORY

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial

attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

1408 F,S,H ELITE EDUCATION IN ENGLISH HISTORY

The upper classes in Britain developed an educational system which served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

1409 F,S,H EDUCATION, RADICAL CULTURE, AND SELF-HELP: THE HISTORICAL SETTING OF ADULT EDUCATION

A history of adult education movements. This course examines various antithetical factors in the history of adult education; communal experiments and individualistic self-help; working-class cultural and social aspirations and the paternalism of middle-class philanthropy; movements and organizations; radical liberal adaptation and utopian abstractionism; independent movements and government sponsorship; political involvement and quietism; utility and classicism.
Staff

1410 F,S,H HISTORY OF AMERICAN EDUCATION: THE COLONIAL PERIOD TO THE LATE NINETEENTH CENTURY

An exploration of American educational patterns, ideas, and practices, with special emphasis on their origins in the European past and in the social, economic, and political history of the colonies and early republic, and on the nineteenth-century transition to universal schooling.
A. Prentice (alternate years; not offered in 1981/82)

1411 F,S,H HISTORY OF AMERICAN EDUCATION: THE NINETEENTH AND TWENTIETH CENTURIES

Issues in the modern history of American education. This research-oriented course will focus on the transition to modern educational practices in the United States, with special emphasis on the issues raised by the schooling of religious, racial, class, and ethnic minorities, the education of women, and patterns of educational reform.

Prerequisite: 1410F,S,H or permission of the instructor.
A. Prentice and *H. Troper*

1412 F,S,H EDUCATION AND CULTURAL CONTROVERSY

The aim of the course is to examine the present and potential role of education in multicultural societies and, in particular, Canadian society. Special attention is paid to the social and political controversies surrounding issues such as minority schooling and the language of instruction.
J. R. Mallea

1417 F,S,H POLITICS IN THE HISTORY OF CANADIAN EDUCATION

Analysis of specific cases in the history of Canadian education in which political considerations have played a crucial role in educational policy decisions. Particular attention will be paid to the role and influence of teachers and their professional organizations.
Staff

1418 F,S,H THE ROLE OF EDUCATION IN THEORIES OF WOMEN'S EMANCIPATION

The question of women's equal access to

education has figured importantly in theories of women's emancipation, just as an assumed or proposed limitation on women's education has occupied an important place in ideologies of women's inferiority. This course will examine some of the major feminist and anti-feminist theoretical writings from the sixteenth century to the present.
R. R. Pierson

1419 F,S,H RESEARCH SEMINAR IN THE HISTORY OF EDUCATION

Discussions of issues in historiography. Designed for full-time students developing a thesis topic who will work intensively with one or more faculty members.
Staff

1420 F,S,H SOCIAL HISTORY AND EDUCATION

The implication of social history for contemporary social studies and history instruction. The course will explore approaches to integrating the concepts, methods, and themes of social history into social studies and history courses.

Prerequisites: Four of the following, or permission of the instructor: 1421F,S,H, 1422F,S,H, 1423S,H, 1426F,S,H, 1427F,S,H, 1428F,S,H, 3420F,S,H, or 3428F,S,H.
Staff (alternate years; not offered in 1981/82)

1421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: I

An investigation of the social, political, economic, and ideological trends that have affected the role, status, and education of women in Europe and North America since the Renaissance.
A. Prentice

1422 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: I

The history of the family as it relates to child-rearing and education in Great Britain, France, the United States, and Canada.
D. Levine

1423 S,H EDUCATION AND FAMILY LIFE IN NINETEENTH-CENTURY CANADA

This course has been designed as a continuation of 1422F,S,H. It will be offered in the Spring term and it is hoped that students in the course will already have taken 1422F,S,H or received permission of the instructor. This course will focus on primary research and will be particularly concerned with the utilization of census records as a way of studying the connections between family and education in the larger social context.
D. Levine

1424 F,S,H RELIGION, IDEOLOGY, AND SOCIAL MOVEMENTS IN THE HISTORY OF NORTH AMERICAN EDUCATION

A historical overview of the educational work undertaken by social service organizations or movements generally regarded as outside the formal school structures of the community is combined in this seminar with an in-depth examination of one such organization or movement in the Toronto area. Available primary material will be used as the basic research source. Among the issues discussed in the seminar are institutional structure and ideology, the nature of reform, volunteerism, and related political culture.
H. Troper

1425 F,S,H CANADIAN WORKING-CLASS HISTORY AND ITS RELATION TO THE SCHOOLS

A review of the history of working people, with special emphasis on selected educational issues such as compulsory schooling and vocational education.
D. Levine

1426 F,S,H THE HISTORY OF WOMEN AND EDUCATION IN CANADA

An investigation of the history of women in Canada, stressing the politi-

cal, economic, and social developments which formed the background to changing patterns in women's education and women's role in education. This course is best taken in conjunction with 1421F,S,H, but may be taken independently.
A. Prentice

1427 F,S,H THE NATIVE PEOPLE: EDUCATION AND SOCIALIZATION IN HISTORICAL CONTEXT

An examination of the native people in Canadian society with special reference to the consequences of demographic, political, economic, and technological change on native societies and their education.
Staff

1428 F,S,H IMMIGRANT AND ETHNIC CONCERNS IN THE HISTORY OF CANADIAN EDUCATION

A historical examination of the nature of Canadian social development within the perspective of the framework of a pluralistic culture. Questions of immigration policy, intergroup relations, and tensions of assimilation versus integration and ethnic cohesion will be examined as they relate to the history of Canadian education.
H. Troper

1430 F,S,H PHILOSOPHY OF MIND IN EDUCATION

An advanced seminar and tutorial course in which students are encouraged to do research, according to their own interests, in the area of philosophy of mind on such topics as: subjectivity, intentionality, consciousness, action, emotion, theories of mind, concepts of a person. A major focus of seminar meetings will be Piaget's developmental theory of mind as it relates to various philosophical theories of mind.

Prerequisite: B.A. major in philosophy, or permission of the instructor.
E. C. Olsen

1431 F,S,H THEORY OF KNOWLEDGE IN EDUCATIONAL INQUIRY

An advanced seminar and tutorial course in which Piaget's genetic epistemology will be examined in the light of traditional and contemporary theories of knowledge. Among the topics to be considered are Piaget's theories of concept formation, development of thought and language, and development of objectivity. This course is complementary to course 1430F,S,H, but may be taken independently.

Prerequisite: Extensive background in philosophy, or permission of the instructor.
E. C. Olsen

1432 F,S,H KNOWLEDGE, MIND, AND HUMAN BEINGS

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.

Not open to students registered in 1430F,S,H or 1431F,S,H except by permission of the instructor.
E. C. Olsen

1433 F,S,H FREEDOM AND AUTHORITY IN EDUCATION

This course focusses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presup-

pose extensive background in philosophy.
E. C. Olsen

1434 F,S,H PHILOSOPHICAL ASPECTS OF THE RELATIONSHIP BETWEEN SCHOOL AND SOCIETY

A general introduction to political thought and social theories significant for education. Topics: the liberal, Marxist, and socialist tradition. Ideas of liberation: Marxism, the Third World, feminism. Relation of these ideas to concepts of schooling and education. Revolution, reform, and education. 1434F,S,H is not a prerequisite for 1435F,S,H, but both courses discuss related issues.
D. Misgeld

1435 F,S,H DEMOCRACY AND EDUCATION

A discussion of social and ethical issues as they arise out of contemporary social and political as well as educational theory. Political theory and social movements. Norms and social reality: an examination with reference to contemporary developments. The challenge to long-standing value beliefs by the "Third World" and by women. The crisis of industrial society and mass democracy as a context. Implications for social reform through education.
D. Misgeld

1436 F,S,H IDEOLOGY, RATIONALITY, AND CRITICAL CONSCIOUSNESS IN SOCIAL INQUIRY

A seminar course examining some developments in contemporary philosophy and social theory which analyse the relation between ideology, science, rationality, and social practice. The overall framework will be derived from the critical theory of society, Habermas in particular, and Marxism. Other kinds of inquiry emphasizing the social features of knowledge, such as the phenomenology of Schuetz, ethnomethodology, and the philosophy of ordinary language, will be discussed. Freire's program of an "education for critical consciousness" is to be examined in terms of these discussions.
D. Misgeld

1437 F,S,H PHILOSOPHICAL ASPECTS OF THE DEVELOPMENT OF LANGUAGE, THOUGHT, AND REASONING

This is an interdisciplinary course which examines the philosophical underpinnings of competing theories about language learning, concept formation, and the development of thinking and reasoning capacities. There will be discussion of how each theory would guide educational practice during a child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and Skinner.

Prerequisite: Some background in philosophy, psychology, or linguistics.
E. C. Olsen

1438 F,S,H ETHICAL ISSUES IN EDUCATION

This course focusses on selected ethical issues embedded in educational theories and practices. Conceptions of education are interpreted in terms of normative constraints on aims, methods, and subject matter. The nature of these constraints is examined in light of general ethical theory and by contrasting justifications of traditional views of liberal education with selected critiques of these views. Consideration is also given to how value issues are manifested in contemporary educational controversies and changes.
D. Boyd

1439 F,S,H GENDER AND EDUCATION: PHILOSOPHICAL ISSUES

This course will examine philosophical issues pertaining to sex differences, relations between the sexes, and related educational problems. Theoretical questions will be discussed first, involv-

ing the concepts of masculinity and femininity, competing ideological views of sex roles, and the development and maintenance of sex roles through gender language and cultural expressions of sexual stereotypes. More practical issues such as the following will be examined in this context: sex differences as value-problematic, sex as an educational taboo, equal educational opportunity in a sexist society, sex education in the context of generational and cultural differences.
D. Boyd

1441 F,S,H MORAL EDUCATION

This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. Such issues as the following are considered: differences among ethical theories; subjectivism and relativism; form and content of moral education; indoctrination; the nature of autonomy; neutrality of the teacher; the claims of developmental theories; conceptual confusions; and institutional constraints.
D. Boyd

1443 Y VALUES EDUCATION PRACTICUM

The purpose of this practicum is to deal with some of the theoretical and practical problems arising in the conception, organization, design, teaching, and evaluation of values education programs. Initially, this will involve the examination of contemporary theories of value, major approaches to values education, program organization, procedures, materials, and teaching strategies, and evaluation of discussions and programs. Thence the concepts and theories will be applied and tested by the members of the practicum in a variety of settings, such as elementary schools, secondary schools, special education classes, alternative schools, training schools, and adult groups. Throughout the practicum the focus will be on the problems and concerns of the members of the practicum.
J. A. Eisenberg

1445 F,S,H EXISTENTIALISM, PHENOMENOLOGY, MARXISM: IDEAS OF BEING HUMAN AND THEIR RELATION TO EDUCATION

Topics will include: the relation between scientific, philosophical, and everyday ideas about being human with reference to analyses found in existential philosophy, phenomenology, and Marxism; language, history, and morality as interrelated dimensions of being human; the philosophical foundations for educational theory from this perspective; discussion of the interpersonal in terms of various ideas of conversation and dialogue.

Prerequisite: Permission of the instructor.
D. Misgeld

1449 F,S,H THE THEORY OF LAW AND THE TEACHING OF LAW IN THE SCHOOLS

An examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
J. A. Eisenberg

1450 F,S,H PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of the development and growth of scientific concepts based on actual controversies in science, designed for science teachers interested in exploring alternative science curricula.
I. Winchester

1451 F,S,H THEORIES OF HISTORY AND SOCIAL INQUIRY IN EDUCATION
A consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; as well as related topics to be selected by members of the seminar.
J. A. Eisenberg

1452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: MASTER'S LEVEL
Specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focussing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

1453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: MASTER'S LEVEL
Description as for 1452F,S,H above.

1455 F,S,H THE CULTURE OF THE SCHOOL
Interpretations of everyday school life from the perspectives of teachers, students, and researchers will be discussed. The tensions between individual needs and concerns of individual students and teachers and the demands of institutional life constitute a central theme. The relationship of school culture to contemporary North American culture is another theme.
M. A. Levin

1456 F,S,H ALTERNATIVE SCHOOLS
An introduction to the philosophy and recent history of free schools and tax-supported public alternatives. The current problems and future prospects of alternative schools will be discussed in light of selected readings, films, and visits to local alternative schools.
M. A. Levin

1464 F,S,H CANADA AND UNDERDEVELOPMENT
A seminar course including the following topics: the nature and process of underdevelopment; the relationship between rich and poor countries; Canada as both an underdeveloped and a developed nation; education as a tool for underdevelopment; the nature and content of Canadians' understanding of underdevelopment.
Staff

1465 F,S,H RESEARCH SEMINAR IN EDUCATION FOR UNDERDEVELOPING COUNTRIES
Staff (not offered 1981/82)

1480 F,S,H RELIGIOUS EDUCATION
An examination of major concepts and issues in religious education today. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education, including style of teaching, teacher–student attitudes, problems of elementary and high school years, designing class sessions, etc.
C. M. Beck

3403 F,S,H HISTORY OF EDUCATION IN CANADA: ADVANCED LEVEL
Intensive study of the historiography of Canadian education and of problems of concern to advanced students working in this area.

Prerequisite: Permission of the instructor.
W. Brehaut

3420 F,S,H URBAN SOCIAL STRUCTURE: MODES OF HISTORICAL ANALYSIS

An introduction to the empirical analysis of social structure in history, with emphasis on theoretical and methodological questions, and consideration of the implications of historical social analysis for school curricula.

D. Levine

3421 F,S,H THE HISTORY OF WOMEN AND EDUCATION: II

Women and education in nineteenth- and twentieth-century Europe and North America. This course will focus on recent developments and current problems in historical research in this field.

Prerequisite: 1421F,S,H or permission of the instructor.

A. Prentice

3423 F,S,H EDUCATION AND FAMILY LIFE IN THE MODERN WORLD: II

This course is designed as a follow-up to 1422F,S,H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focussed upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.

Prerequisite: 1422F,S,H or permission of the instructor.

D. Levine

3424 F,S,H ONTARIO EDUCATION

A seminar focussing on recent research in Ontario educational history, emphasizing the social and political context of educational change. Students will be involved in a research project.

Prerequisite: 1403F,S,H or permission of the instructor.

A. Prentice

3426 H THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A seminar course which will examine the following questions: Does Canadian political culture possess a unique history? How is it differentiated from other political cultures, above all that of the United States? How does political socialization occur? What are the main agencies of Canada's political socialization process? How important is schooling as a socializing agent?

Staff

3427 H RESEARCH SEMINAR IN THE CANADIAN POLITICAL CULTURE AND THE PROCESS OF POLITICAL SOCIALIZATION

A research seminar based on topics covered in 3426H. A logical extension of 3426H in the first term, or by permission of the instructor.

Staff

3428 F,S,H MINORITY CONCERNS AND EDUCATION IN CANADIAN HISTORY: SELECTED TOPICS

A research-oriented seminar on the historical tensions and concerns of minority groups and their importance to the development of education in Canada.

Prerequisite: 1427F,S,H, 1428F,S,H, or permission of the instructor.

H. Troper

3434 F,S SCHOOLING AND EDUCATION

Selected critiques of contemporary schooling are examined with reference to their conceptions of schooling, education, the person, and society. Among the core readings are works of Dewey, Goodman, Friedenberg, Henry, Illich, Bowles and Gintis, and Freire.

M. A. Levin

3436 F,S,H AESTHETICS AND EDUCATION

This course will examine education as an aesthetic experience; education for

appreciation of art; art as education.
Staff

3441 F,H RESEARCH SEMINAR IN MORAL EDUCATION: PART I
3443 S,H RESEARCH SEMINAR IN MORAL EDUCATION: PART II

Advanced seminars based on topics covered by 1441F,S,H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.

Prerequisite: Permission of the instructor.
D. Boyd

3444 F,S,H HERMENEUTICS AND THE CRITIQUE OF IDEOLOGIES AS APPLIED TO EDUCATION

A seminar course studying the hermeneutical philosophy of Gadamer, Ricoeur, Habermas. Topics: Hermeneutics as a foundation of the humanities, a philosophy of history, and a philosophy of language. The centrality of the concept of interpretation. The hermeneutical appraisal of psychoanalysis as a critical and interpretive science. The hermeneutical appraisal of the concept of ideology. The concept of education in hermeneutical philosophy.

Prerequisites: Background in the philosophy of language, or critical theory, or phenomenology, or phenomenological and ethnomethodological sociology.
D. Misgeld

3445 F,S,H ADVANCED PROBLEMS IN THE PHILOSOPHY OF SCIENCE AND SCIENCE EDUCATION

A discussion of some major problems in philosophy of science, including the problems of explanation, causality, induction, and confirmation theory; the problem of the verifiability or falsifiability of scientific theories; the theory of models; the metaphysics of sciences; the growth of scientific knowledge; and the nature of scientific revolutions.

Prerequisite: Consultation with the instructor.
I. Winchester

3446 F,S,H METAPHYSICS AND HUMAN TRADITIONS IN EDUCATION

A problem course taught tutorially in which a philosophical approach will be taken to education and contemporary issues affecting it. Mathematical, philosophical, logical, artistic, historical, scientific, moral, political, economic, religious, and educational traditions will be considered. Students will be encouraged to do original research in areas of their own special interest.
Staff

3447 F,S,H COMPETENCE, DEVELOPMENT, MATURITY: PHILOSOPHICAL PROBLEMS IN THE STUDY OF CHILDREN'S CULTURE AND EDUCATION

This course focusses on phenomenological approaches to studies of the child. The use of theories of linguistic and cognitive competence to articulate the child/adult relationship will be considered. In particular, the concept of rationality employed in competence theories will be contrasted with conceptions of rationality developed in phenomenology and phenomenologically oriented social theories. On the basis of this contrast, possibilities for reconceiving the child/adult relationship will be explored.
D. Misgeld

3448 F,S,H THEORY AND PRACTICE: THE RATIONALITY OF PRACTICAL INQUIRIES IN EDUCATION

A seminar course intended to bring together philosophers and sociologists with knowledge of phenomenology and/or ordinary language philosophy or ethnomethodology. Philosophical and sociological theories of practical reasoning will be studied. Various criteria for

the rationality of practical action will be examined and critically turned against the idea that criteria of rationality can be formulated without considering how they are applied in daily situations of discourse and action. The import of these ideas will be indicated for the area of policy deliberation (in education) as a type of practical deliberation. The Marxist concept of theory and practice will be reinterpreted on the basis of the orientation outlined.
D. Misgeld

3451 F,S,H PROBLEMS ARISING IN SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION

A problem course dealing with theoretical and related practical issues arising in the social studies, the social sciences, and education. All problems will be related to the central concern of *how* man and society (or all social phenomena) are to be studied. Specific problems will be determined by the members of the seminar. Probably considered in the program will be such topics as the nature of social inquiry; the notions of cause and causal responsibility in philosophy, law, and the social sciences; the nature and use of the case-study method in social inquiry as an alternative to generalized system building; social education and social change; and, finally, the relationship between "the logic of discovery," human creativity, and sanity.
J. A. Eisenberg

3452 F,S,H INDIVIDUAL READING AND RESEARCH IN THE HISTORY OF EDUCATION: DOCTORAL LEVEL

Description as for 1452F,S,H but at the doctoral level.

3453 F,S,H INDIVIDUAL READING AND RESEARCH IN THE PHILOSOPHY OF EDUCATION: DOCTORAL LEVEL

Description as for 1453F,S,H but at the doctoral level.

3454 F,S,H PRACTICE OF PHILOSOPHICAL INQUIRY

Doctoral students will contribute substantial research papers related to their thesis topics for discussion in a seminar consisting of other doctoral students and philosophy faculty.
Staff

3456 F,S,H RESEARCH SEMINAR IN ALTERNATIVE EDUCATION

A seminar for students who wish to do and discuss research on alternative schools or special topics in the area of alternative education. Relevant theoretical and empirical literature will be reviewed and major specific innovations in education will be considered.

Prerequisite: 1456F,S,H or permission of the instructor.
M. A. Levin

3464 F,S,H PROBLEMS OF EDUCATION IN SELECTED UNDERDEVELOPED COUNTRIES

A reading course for students with some background in Third World studies who wish to pursue areas of special interest more intensively. Attention may focus on a particular problem or a particular region.
Staff

3480 F,S,H RELIGIOUS DIMENSIONS AND SOCIAL ETHICS

An analysis of social ethics and social policy questions in the context of different religious perspectives. The progressive and retrogressive role of religion in contemporary culture will be examined. The relation of religion to the formation and transformation of communities will also be discussed.
E. V. Sullivan

3490 F ED.D. SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I

Research seminar for candidates for the Doctor of Education degree involving consideration of the problems of

historical and philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

3491 S ED.D SEMINAR IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
Description as for 3490F above.

3494 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: I
Special field-oriented experience for Ed.D. candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

3495 H ED.D. PRACTICUM IN THE HISTORY AND PHILOSOPHY OF EDUCATION: II
See description for course 3494H.
Staff

Measurement, Evaluation, and Computer Applications (MECA)

ROSS E. TRAUB, *Ph.D. (Princeton)*
Professor, and Chairperson of the Department
(educational measurement and evaluation)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
SABIR A. ALVI, *Ph.D. (Indiana)*
Associate Professor, cross-appointed to Applied Psychology
(measurement for guidance and counselling; vocational theory and development)

RAGHU P. BHARGAVA, *Ph.D. (Stanford)*
Associate Professor
(design and statistical analysis of experiments; multivariate analysis)

DONALD F. BURRILL, *Ph.D. (Cornell)*
Associate Professor
(computer aspects of measurement; data analysis; logic of inquiry)

STACY CHURCHILL, *Ph.D. (London), Diplômé de l'Institut d'Etudes Politiques (Paris)*
Associate Professor, and Coordinator of Research and Development Studies, OISE, cross-appointed to the Franco-Ontarian Centre
(computer-assisted instruction; Franco-Ontarian studies; research and development in educational innovation)

M. DORMER ELLIS, *Ed.D. (Toronto)*
Associate Professor, cross-appointed from Adult Education

ALEXANDER EVEN, *Ph.D. (Toronto)*
Associate Professor
(item banking; tailored testing; simulation techniques for evaluating problem-solving; physics, chemistry, and general science test development)

SAR B. KHAN, *Ph.D. (Florida State)*
Associate Professor
(educational attitudes; learning environments; prediction of educational developments)

RODERICK P. MCDONALD, *Ph.D. (New England)*
Professor
(psychometric models)

LESLIE D. MCLEAN, *Ph.D. (Wisconsin)*
Professor, and Head, Educational Evaluation Centre, cross-appointed to the Franco-Ontarian Centre
(data analysis; evaluation)

ROBERT S. MCLEAN, *Ph.D. (Carnegie-Mellon)*
Associate Professor
(computer technology; curriculum uses of computers; experimental control; personal computing)

SHIZUHIKO NISHISATO, *Ph.D. (North Carolina)*
Professor
(scaling theory and analysis of categorical data)

WILLIAM P. OLIVIER, *Ph.D. (Texas)*
Associate Professor
(development of curriculum materials for computer-assisted instruction; development of computer-assisted learning systems and languages; research in learner-controlled computer-assisted instruction)

SUSAN PADRO, *Ph.D. (Florida State)*
Associate Professor, cross-appointed from Educational Planning

RONALD G. RAGSDALE, *Ph.D. (Wisconsin)*
Associate Professor
(non-numeric applications; programming exercises)

H. HOWARD RUSSELL, *Ed.D. (Toronto)*
Professor, and Head, OISE Central Ontario Centre, cross-appointed to Curriculum
(measurement and program evaluation)

MERLIN W. WAHLSTROM, *Ph.D. (Alberta)*
Associate Professor, and Associate Head, Educational Evaluation Centre, cross-appointed from Curriculum

JOEL WEISS, *Ph.D. (Chicago)*
Associate Professor, and Assistant Coordinator of Graduate Studies, OISE, cross-appointed from Curriculum

ASSOCIATED INSTRUCTORS AND RESEARCH STAFF:

IRVIN RUBINCAM, *Ph.D. (Toronto)*
Director of Systems Development, Homecom Learning Systems

HARVEY A. SKINNER, *Ph.D. (Western Ontario)*
Psychologist, Addiction Research Foundation, Toronto

RICHARD G. WOLFE, *B.A. (Wisconsin)*
Project Director in Measurement, Evaluation, and Computer Applications and Supervisor of Computing Services Group

PROGRAMS OF SPECIALIZATION

The M.Ed. and Ed.D. programs are designed for the practising educator who wishes to acquire knowledge and skills in Measurement, Evaluation, or Computer Applications, with emphasis on applying these to education. The M.A. and Ph.D. programs emphasize more theoretical concerns of these fields. In order to provide depth of program, students must select a program of specialization in either Measurement and Evaluation or Computer Applications.

Measurement and Evaluation
The M.Ed. is designed primarily for teachers and other practitioners who are interested in measurement and evaluation techniques for education. Students admitted to a full- or part-time program are expected to choose, in consultation with their advisor, at least four half-courses in this specialty.

The department, in cooperation with the Department of Curriculum, also offers special opportunities at the M.Ed. level to meet the need for curriculum experts trained in evaluation methods. Guidance for these students is provided by the staff of the Educational Evaluation Centre, in accordance with the policy stated for the Master of Education for Special Purposes (see page 36).

Applicants interested in more advanced training in practical applications should consider the Ed.D. specialization in educational evaluation. The program is designed for established practitioners in positions of responsibility in education. Applicants interested in the Ed.D. program in educational evaluation should write to the Graduate Studies Academic Secretary of this department for a copy of a special brochure outlining the requirements of the Ed.D.

Note: Since Ed.D. candidates are expected to begin their program on a part-time basis, arrangement for full-time resident study should not be made before the candidate has been formally accepted to Ed.D. candidacy by the School of Graduate Studies of the University of Toronto. This acceptance cannot take place until the prospective candidate has met all admission requirements, including prerequisite courses (if any) and the submission of a satisfactory Qualifying Research Paper.

The major orientation of M.A. and Ph.D. programs in measurement and evaluation is to train students to become competent researchers in the fields of measurement and quantitative experimental methods and theory. The program also prepares students to utilize this methodology and theories in the area of evaluation. Graduate study in these fields usually involves considerable training in the areas of descriptive and inferential statistics, classical and modern test theory, scaling theory, factor analysis, quantitative psychology, various aspects of test development, and research methods appropriate for the design and execution of empirical investigations.

M.A. students in a one-year master's program must take four of the required six half-courses within this specialty. In addition, if these students enter the M.A. program with the intent of pursuing a Ph.D. degree in this specialty they are advised to take the following courses: 1604H, 1670F, 1680F, and 3666F,S,H. These courses may be taken in either the M.A. or Ph.D. program. Ph.D. students ordinarily must take at least four 3600-level courses.

M.A. and Ph.D. students are required by the end of their first year of residence to demonstrate competence in quantitative computer techniques. Successful completion of 1503F,S,H or 1520F,S,H or demonstrated competence in one major programming language would satisfy this requirement. In addition, proficiency in certain aspects of matrix theory and calculus is required of Ph.D. candidates.

Computer Applications
This specialty develops knowledge and skills in the application of computers in instruction, research, and administration. At the master's level, courses 1500F,S,H and 1503F,S,H provide foundation knowledge and skills. Specific applications areas and methodology follow in other 1500-level courses. M.Ed. students must take a minimum of four 1500-level half-courses for a program in this specialty. Ed.D. programs include additional applications courses and research methodology courses.

M.A. and Ph.D. programs develop skills in applied behavioral research in which computer or communication methodology plays a central role. In addition to the thesis research, a typical M.A. program includes 1500F,S,H, two computer applications specialty courses, and three half-courses from statistics and behavioral sciences appropriate to the interests of the individual student. A Ph.D. program continues the behavioral science emphasis, with courses in this and other departments of OISE and University of Toronto departments such as Psychology and Computer Science.

Off-Campus Courses in MECA
The department is currently offering some sections of existing courses off-campus. The purpose of this is to make some Institute courses available to people in localities far from Toronto. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for on-campus courses to be offered in the 1981 Summer Session and the 1981/82 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1*. New applicants should apply by *February 1*, although later applications in the off-campus program will be considered.

Departmental Requirements
Students are not required to take the Miller Analogies Test or the Graduate Record Examinations but may submit results if they desire.

COURSES

Courses at the 1500 and 1600 level are

generally considered introductory, while those at the 3500 and 3600 level are more advanced. However, this does not imply that doctoral students cannot receive credit for 1500- and 1600-level courses, or that master's students cannot take 3500- and 3600-level courses.

Measurement and Evaluation courses are identified when the first two digits in the course number are 16 or 36.

Computer Applications courses are identified when the first two digits in the course number are 15 or 35.

The following course is applicable to both specialties: 1520F,S,H. Courses usually taken in M.Ed. programs are offered after hours in the Regular Session.

Although the schedule of courses actually offered is determined after publication of this Bulletin, the following courses are ordinarily among those offered in the Summer Session: 1500F,S,H, 1503F,S,H, 1601F,H (Non-Credit), 1610F,H, 1611F,S,H, 1615S,H, 1659F,S,H, 1660F,S,H, 1666F,S,H, 3666F,S,H. Please consult the OISE course schedule for actual course offerings.

COMPUTER APPLICATIONS COURSES

1500 F,S,H COMPUTERS AND INDIVIDUALIZED INSTRUCTION

An examination of the rationale for individualized instruction and its psychological and general methodological bases will be followed by consideration of the role of computers in realizing individualization.
Staff

1501 F COMPUTER-GUIDED INSTRUCTION

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of Computer-Aided Learning: Computer-Assisted Testing, Computer-Managed Instruction, and Computer-Assisted Instruction. Specific topics change each year.

Prerequisites: 1500F,S,H and 1503F,S,H or permission of the instructor.
W. P. Olivier

1503 F,S,H INTRODUCTION TO COMPUTER APPLICATIONS IN EDUCATION

An introduction to computer programming and its applications in instructional environments; a general introductory course emphasizing experience with the OISE DECSYSTEM-10 computer and microcomputers. The students will gain experience using several problem-solving languages in a range of educational and research applications. No previous computer experience is necessary.
R. S. McLean, R. G. Ragsdale, and staff, Summer Session and Regular Session (daytime and after hours)

1505 F INSTRUCTIONAL PROGRAMMING

Procedures for the selection and development of individualized instructional materials by applying principles derived from computer-assisted learning and programmed instruction.

Prerequisite: 1503F,S,H.
W. P. Olivier

1515 F,S,H COMPUTERS IN THE CURRICULUM

The use of computer models, simulations, programming languages, data bases, and interactive systems primarily in curricula other than computer studies. Students will design an application in a curriculum area of their choice.

Prerequisite: 1503F,S,H.
R. S. McLean and *R. G. Ragsdale*

1516 F,S,H PROGRAMMING APPLICATIONS IN ONTARIO CURRICULA

The use of computer programming as an instructional tool in all curriculum areas, including Data Processing and

Computer Science. Particular emphasis on the use of programming problems.

Prerequisite: 1503F,S,H or permission of the instructors.

R. S. McLean and *R. G. Ragsdale*

1517 F,S,H PERSONAL COMPUTING AND EDUCATION

Applying inexpensive "personal" computers in educational settings and exploiting their unique capabilities. Influences on education of the widespread availability of computing outside school. Student projects will include the development of microcomputer projects applicable to education.

Prerequisite: Some elementary personal computer programming.

R, S. McLean

1520 F,S,H PROCESSING EDUCATIONAL RESEARCH DATA

Procedures for preparation and management of data obtained in educational research surveys and experiments: coding, cleaning, file handling, documenting, and applying general-purpose computer programs and packages. Selected topics in quantitative research strategies and statistical data analysis.

Prerequisite: 1666F,S,H or permission of the instructor.

L. D. McLean and staff

1525 H THE COMPUTER IN EDUCATIONAL ADMINISTRATION

No computer experience required. Introduction to the uses of the computer in educational administration and planning at the school, local board, provincial, and college levels. Topics covered in the course include the principles of systems analysis, management information systems, and a selection of recent administrative applications of the computer in Ontario and elsewhere. The course includes visiting lecturers, practical examples, and demonstrations of existing applications in the field.

S. Padro

1551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of a specific area of computer applications not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1552F,S,H, which is normally conducted on a tutorial basis.)

Staff

1552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: MASTER'S LEVEL (Pass/Fail)

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.

3500 F,S,H RESEARCH SEMINAR IN INTERACTIVE SYSTEMS FOR EDUCATION

A project-oriented seminar. Students will choose an application and study the design process of an appropriate interactive computer system, from feasibility study to implementation.

Prerequisite: 1503F,S,H, or 1517F,S,H.

R. S. McLean

3517 S EVALUATION AND MICROCOMPUTER-BASED CURRICULA

A critical evaluation of curricular material available for use with small computers in education. Evaluation techniques will be studied and evaluation instruments developed for this purpose.

Prerequisite: 1517F,S,H or equivalent experience.

R. S. McLean

3535 S SIMULATION MODELS OF COGNITION AND LEARNING

Information-processing models in the

fields of perception, human memory, and language comprehension, and other topics such as artificial intelligence. Recent simulation techniques will be explored and some of the advantages and disadvantages of a simulation approach to psychological modelling will be discussed. Some introductory acquaintance with computers would be an asset.
Staff

3551 F,S,H SPECIAL TOPICS IN COMPUTER APPLICATIONS: DOCTORAL LEVEL
Description as for 1551F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3552F,S,H, which is normally conducted on a tutorial basis.)
Staff

3552 F,S,H INDIVIDUAL READING AND RESEARCH IN COMPUTER APPLICATIONS: DOCTORAL LEVEL (Pass/Fail)
Description as for 1552F,S,H (Pass/Fail) but at the doctoral level.

3556 F,S,H RESEARCH SEMINAR ON INFORMATION PROCESSING IN EDUCATION (Pass/Fail)
A seminar for selected graduate students and interested faculty members for the discussion of a special topic. Past topics have included computerized experimentation, individualization, time-sharing, and social implications.
R. G. Ragsdale

MEASUREMENT AND EVALUATION COURSES

1601 F,H DESCRIPTIVE STATISTICS (Non-Credit)
Students enrolling in courses 1610F,H, 1611F,S,H, or 1660F,S, or other similar courses, who have no background knowledge of elementary statistics, are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
M. D. Ellis and *A. Even,* Summer Session (first two weeks) and Regular Session (first five weeks)

1604 H ELEMENTS OF TEST THEORY
Classical test theory, generalizability theory, and latent trait theory. Related discussion of item analysis and test assembly, scoring, and equating.

Desirable background: Completion of or concurrent registration in 3666F,S,H, or equivalent.
R. E. Traub

1610 F,H INTRODUCTION TO MEASUREMENT AND EVALUATION
A presentation of the basic principles of testing, and the interpretation and application of test results. Topics covered will include the nature of measurement; reliability; validity; norms and measuring units; construction of teacher-made tests; improving tests; aptitude and achievement testing; the measurement of personality, attitudes, and interests; marks and marking systems; the evaluation program; recent developments.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
A. Even and *R. G. Ragsdale*

1611 F,S,H EDUCATIONAL AND PSYCHOLOGICAL TESTING FOR GUIDANCE PERSONNEL
A survey of the measuring instruments used by school guidance personnel. Topics included are a *brief* review of criteria used to evaluate measuring instruments, a study of the theories underlying the most frequently used tests, and actual experience in the administration of tests and interpretation of test results.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
S. A. Alvi, A. Even, and *S. B. Khan*

Note: Students may not take both 1610F,H and 1611F,S,H for credit in a degree program in this department.

1612 F,S,H AFFECTIVE ASSESSMENT IN EDUCATION

Nature of affective learning, objectives, measurement (self-report, observation, rating scales and checklists, indirect testing and projective techniques), scoring techniques, reliability, validity, educational implications.
S. B. Khan

1613 F,S,H APPLIED PSYCHOMETRIC METHODS

Designed for students who have taken an introductory course in statistics, this course will acquaint students with some currently accepted psychometric techniques for constructing and validating psychological measures, and will provide experience in applying associated computer programs to realistic sets of data and in interpreting the resulting computer output.
R. E. Traub

1615 S,H TEST CONSTRUCTION

Practicum providing experience in the construction of educational and psychological measuring instruments. This will include classroom tests and other data-gathering instruments. During this course, students are expected to construct and pretest an instrument.

Prerequisite: 1610F,H or permission of the instructor.
M. W. Wahlstrom and staff

1619 F ALTERNATIVES TO QUANTITATIVE EVALUATION IN EDUCATION

This course presents non-quantitative alternatives to existing conventional evaluation strategies. Discussion focusses on the different metaphors of evaluation; different views of criticism are applied to the evaluation of programs, processes, and individuals. Examples drawn from anthropological research, literary criticism, art criticism, and naturalistic research will be discussed. Students will be required to integrate theoretical ideas with practical examples.
J. Weiss

1651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of 1652F,S,H, which is normally conducted on a tutorial basis.)
Staff

1652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing upon topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1659 F,S,H EVALUATION OF CURRENT ISSUES IN ONTARIO EDUCATION

Each student in this course will identify a "current issue," preferably related to his/her day-to-day work, to be evaluated. The issues so defined will serve as vehicles for developing measurement, statistical, and design concepts essential to an understanding of research literature. The course is designed for students interested in interpreting and evaluating research studies; no prior background in mathematics or science is required, and no computing will be required in the coursework.

Prerequisite: Permission of the instructor.
H. H. Russell

1660 F,S,H INTRODUCTION TO EMPIRICAL RESEARCH IN EDUCATION

The general emphasis is on developing critical readers of research and of other evaluative educational literature. Basic concepts, methods, and problems in educational research are considered. Topics include: steps in the research process, formulation of hypotheses, design of research instruments, methods of data collection, and the writing of research reports. Students may be required to conduct a small research project or to write a critical review of some segment of the educational research literature.

Prerequisite: 1601F,H (Non-Credit) or equivalent.
M. D. Ellis, M. W. Wahlstrom, and staff

1664 F MATHEMATICAL STATISTICS
Probability measure; random variable; expectation; sampling distribution of t, χ^2, and F; likelihood; sufficiency; estimation; and testing of hypotheses.

Prerequisite: Calculus or permission of the instructor.
R. P. Bhargava

1666 F,S,H ELEMENTS OF STATISTICS
Descriptive statistics, probability measure, random variable, expectation, probability distributions, sampling distributions, central limit theorem, hypothesis testing, inferences concerning mean, proportion, standard deviation for one- and two-sample problems, correlation, linear regression, and one-way classification analysis of variance.
R. P. Bhargava, D. F. Burrill, S. Nishisato, and staff

1670 F ELEMENTS OF FACTOR ANALYSIS AND RELATED TECHNIQUES
Introduction to the basic concepts of factor analytic and related statistical methodology, with illustrations using both constructed and empirical data. Major topics are: relevant matrix algebra and statistics, multiple and partial correlation, structural hypotheses on correlation matrices, component analysis, common-factor models, problems of transformation and interpretation, the problem of factor scores, comparative factor analysis, and what to use, as a rule, instead of factor analysis.

The course is intended to be, at the same time, both conceptually rigorous and mathematically elementary.
Staff

1675 F MATRIX THEORY WITH STATISTICAL APPLICATIONS
Discussion of the results of matrix algebra relevant to the mathematical treatment of statistical or psychometric models for multivariate analysis. The subject is treated from the beginning, but moves fairly quickly to intermediate and somewhat "advanced" topics. Topics to be included: generalized and conditional inverse, systems of linear equations, special matrices, differentiation of functions of matrices, the generalized Eigen problem, and special decompositions and representations.

Prerequisite: Permission of the instructor.
Staff

1680 F ELEMENTS OF SCALING (Pass/Fail)
Construction of scales from a wide variety of data, such as "yes-no," multiple-choice, ranking, and categorical data, using most of the currently available practical techniques with sufficient numerical examples. Major techniques discussed are scalogram analysis, unfolding technique, Likert scaling, information theory, methods of ranking, paired comparisons, successive categories, dual (optimal) scaling, and metric and nonmetric multidimensional scaling.
S. Nishisato

3602 F ADVANCED FACTOR ANALYSIS AND RELATED TECHNIQUES
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads into the standard problems of estimation and hypothesis-testing for unrestricted and restricted common factor analysis, rotation

methods, and factor score methods. It also includes consideration of more general models of the factor-analytic type.

Prerequisite: Permission of the instructor.
Staff

3605 H ADVANCED TEST THEORY

A seminar on recent advances in test theory.

Desirable background: 1604H and 3666F,S,H.
R. E. Traub

3606 Y PRODUCTION AND EVALUATION OF EDUCATIONAL MEDIA

An interdisciplinary course combining theory and practice. Students will design, produce, and evaluate some form of educational "software." The course will involve theoretical study of educational media, study of evaluation methods and psychological variables, and application of these to production. Completion of the course requires involvement in both production and evaluation phases, and will result in a tested product of the student's own design.
L. D. McLean and *M. Orme*

3608 F,S,H ADVANCED PERSONALITY MEASUREMENT

Examination of major issues in personality measurement: methodological strategies and major techniques of measure construction; situational versus trait theoretical models; personality change; moods and states; method variance and response styles; classification and typologies; clinical versus statistical prediction models.

Prerequisites: 1670F and 3666F,S,H or equivalents, plus a course in personality theory.
Staff

3610 S EVALUATION METHODOLOGY AND THEORY

Emphasis on contemporary issues, models, and projects for evaluating socioeducational programs by examining concepts, rationales, instruments, procedures, and the role of educational evaluation.

Prerequisite: 1610F,H or equivalent.
M. W. Wahlstrom

3621 F VISUAL TECHNIQUES OF EDUCATIONAL DATA ANALYSIS

Techniques of organizing and displaying educational data so as to help the inquirer to see some kinds of underlying structure and thus to develop conjectures and hypotheses. Visual displays appropriate to nominal-, ordinal-, and interval-scale information are developed. Transformation of data (logarithms, roots, powers, reciprocals) will be discussed. Students will be expected to apply the techniques mentioned to one or more sets of educational data of interest to them, and thereby to generate conjectures and/or test hypotheses (as appropriate).
D. F. Burrill

3637 S ADVANCED SCALING THEORY

Detailed examination of dual scaling (optimal scaling), advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures, different approaches to individual difference multidimensional scaling, and recent developments in scaling.

Prerequisite: 1680F or permission of the instructor.
S. Nishisato

3651 F,S,H SPECIAL TOPICS IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1651F,S,H, but at the doctoral level. (This course does not fulfil the purpose of 3652F,S,H, which is normally conducted on a tutorial basis.)
Staff

3652 F,S,H INDIVIDUAL READING AND RESEARCH IN MEASUREMENT AND EVALUATION: DOCTORAL LEVEL

Description as for 1652F,S,H, but at the doctoral level.

3666 F,S,H INTERMEDIATE STATISTICS AND RESEARCH DESIGN

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, Latin square, composite, repeated measurements); linear and multiple regression; multiple correlation; analysis of covariance.

Prerequisite: 1666F,S,H or equivalent, or permission of the instructors.

R. P. Bhargava, D. F. Burrill, and *S. Nishisato*

3667 F ANALYSIS OF VARIANCE

Multivariate normal distribution; distribution of quadratic forms; general linear hypothesis; analysis of variance for various designs (complete and incomplete); multiple comparison tests; factorial experiments; confounding; linear and multiple regression; the fitting of orthogonal polynomials; covariance analysis; and other designs.

Prerequisite: Permission of the instructor.

R. P. Bhargava

3668 F MULTIVARIATE ANALYSIS WITH APPLICATIONS

Discussion of Hotelling's T^2, multivariate general linear hypothesis, multivariate analysis of variance, principal component analysis, canonical correlations, and classification of observations.

Prerequisite: 1664F and 3667F or equivalents plus some knowledge of matrix theory and calculus, or permission of the instructor.

R. P. Bhargava

3672 Y ED.D. PRACTICUM IN EDUCATIONAL EVALUATION

Supervised experience in an area of field work, under the direction of faculty and field personnel. Examples of typical activities are developing an action project and/or acting as research assistant and advisor to educational bodies or agencies.

Arrangements for this practicum ordinarily are made in consultation with the student's Ed.D. thesis committee.

A. Even

3673 H ED.D. SEMINAR IN EVALUATION PROBLEMS

An advanced seminar dealing with practical considerations associated with the implementation of evaluation strategies in field settings. It is intended to draw extensively upon the expertise and experience of practising evaluators and directors of ongoing projects both within and outside the Institute.

Prerequisite: 3610S or equivalent.

A. Even

Note: Practicum 3672Y and Seminar 3673H may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Educational Evaluation.

3674 H ADVANCED SEMINAR IN MEASUREMENT AND EXPERIMENTAL DESIGN

Consideration of advanced theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.

Prerequisite: Permission of the instructor.

Staff

The following courses might also be of special interest to students in Measurement, Evaluation, and Computer Applications:

Applied Psychology: 1205H

Curriculum: 1360F,S,H, 1363F,S,H, 3360F,S,H

Educational Planning: 3711F,S

Sociology in Education

MICHAEL FULLAN, *Ph.D. (Toronto)*
Professor, and Chairperson of the Department
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
JAMES L. HEAP, *Ph.D. (British Columbia)*
Associate Professor, cross-appointed to the Department of Sociology, University of Toronto
(social organization of reading activities; qualitative methodology; ethnomethodology; relevance of phenomenology and ordinary language philosophy to sociology)

Coordinator of Ed.D. program, to whom inquiries should be directed:
GORDON WEST, *Ph.D. (Northwestern)*
Associate Professor
(state policy evaluation; participant observation; Marxist ethnography; children's rights; adolescent culture and ideology; deviance, delinquency, juvenile justice, law, criminology)

MARGRIT EICHLER, *Ph.D. (Duke)*
Professor
(feminist theory and methodology; changes in contemporary families and family policy; future studies)

MADAN L. HANDA, *Ph.D. (London)*
Associate Professor, cross-appointed from Educational Planning

EDWARD B. HARVEY, *Ph.D. (Princeton)*
Professor, cross-appointed to the Department of Sociology, University of Toronto
(educational systems and related patterns of institutional change in stratification systems and the labor force; policy analysis; theory construction)

DAVID W. LIVINGSTONE, *Ph.D. (Johns Hopkins)*
Associate Professor, cross-appointed to the Franco-Ontarian Centre
(comparative political economy and education; ideology and consciousness in capitalist and socialist states; alternative social and educational futures)

JOHN R. MALLEA, *Ph.D. (Columbia)*
Associate Professor, and Assistant Director (Academic), OISE, cross-appointed to History and Philosophy of Education

MARY O'BRIEN, *Ph.D. (York)*
Assistant Professor
(social and political thought; women's studies; Hegelian and Marxist studies in the family; ideology and education; sociology of literature)

C. PAUL OLSON, *M.A. (Princeton)*
Assistant Professor
(social psychology, socialization, symbolic interactionism, quantitative and qualitative methods, political sociology theory)

RONALD J. SILVERS, *Ph.D. (Princeton)*
Associate Professor
(phenomenological inquiries into children's culture; interpretive studies of knowledge; the social dimensions of the subjective world)

DOROTHY SMITH, *Ph.D. (University of California at Berkeley)*
Professor
(women's studies in sociology; the social organization of knowledge; Marxist knowledge)

CROSS-APPOINTED FROM THE OFFICE OF FIELD DEVELOPMENT:

GEORGE E. BURNS, *Ed.D. (Toronto) Assistant Professor, OISE Mid-northern Centre*
(applied research; organizational change process; policy development and school guidance implementation)

ASSOCIATED INSTRUCTOR:

GORDON CRESSY, *M.S.W. (Toronto) Project Director in Sociology in Education*

PROGRAMS OF SPECIALIZATION

This department offers programs leading to an M.Ed., M.A., Ed.D., or Ph.D. with specialization in Sociology in Education, including several joint programs with other departments. All degree programs may be taken on a full-time basis, and full-time study is a requirement in Ed.D. and Ph.D. programs. M.Ed. and M.A. studies may be pursued on a part-time basis.

The development of an individual program is the responsibility of each student. The department offers a variety of experiences to assist students in the articulation and focussing of intellectual concerns. These include: coursework in sociology in education as listed on the following pages; student-designed independent study and research projects for course credit; a designated faculty advisor for each student; student participation in the planning and implementation of the program, with special attention to new thematic currents; the utilization of related courses in other departments in the School of Graduate Studies as well as within the Institute.

Currently, faculty and student research and interests offer versatile approaches to sociology in education. The current composition of the department provides particular strengths for students who may wish to focus their activities in the following four areas, though it must be stressed that these are flexible and interacting emphases rather than rigid enclaves:

FOCUS ON APPLIED SOCIOLOGY AND POLICY STUDIES IN EDUCATION

The department offers a number of courses which constitute a focus in applied sociology and policy studies. While other courses in the department present substantive topics, theoretical orientations, and methods which are relevant to the field of applied sociology, the following offer specialized training in that area: 1902F, 1911S, 1926S, 1929S, 1972F, 1973F, 1990F, 1995F,S, 3902F, 3911F, and 3996F,S. In combination, these courses provide seminars, workshops, and field experience opportunities in such applied activities as planned change, policy analysis, program evaluation, organizational development, community organization, and action research. The faculty active in the above areas are available for assistance in organizing course programs. These include Margrit Eichler, Michael Fullan, Edward Harvey, Paul Olson, Dorothy Smith, and Gordon West. Also Gordon Cressy has major interest in this area.

FOCUS ON DIALECTICAL MATERIALISM AND EDUCATION

Faculty interested in applying variants of a dialectical materialist approach to the study of political economy, ideology, and education include Madan Handa, David Livingstone, Mary O'Brien, Paul Olson, Dorothy Smith, and Gordon West. The 1950F and 1951S courses serve as an introduction to this focus. (Course 1951S will not be offered in 1981/82.)

FOCUS ON EDUCATION AND THE SOCIAL AND POLITICAL ORGANIZATION OF KNOWLEDGE

A related set of courses concerned with

ow knowing and knowledge are rganized in contemporary society and ow that organization is best studied. A ariety of approaches are drawn on, ncluding phenomenology, interpretive ociology, hermeneutics, ethnomethodolgy, Marxism, and critical theory. The ollowing courses furnish the basis for tudents to develop their own topics and esearch in the area: 1928F, 1930F, 937S, 3928S, 3945F (see course lescriptions). As well, informal and ormal colloquia are organized throughout the year to further the study of this ocus. The following faculty are engaged n research and reflection on topics in his area and are available for assistance n organizing course programs: James Heap, Ronald Silvers, and Dorothy Smith. (For further information consult he "Interdisciplinary Focuses" section of this Bulletin.)

FOCUS ON WOMEN'S STUDIES, GENDER RELATIONS, AND EDUCATION

The department has a special focus on women's studies and gender relations. Courses numbered 1907F, 1973F, 3972S, 3974Y represent a systematic grounding in this area, and information on other related courses can be obtained from Margrit Eichler, Mary O'Brien, and Dorothy Smith. The department currently houses *Resources for Feminist Research* (formerly the *Canadian Newsletter of Research on Women*), which is the major Canadian means of information on research on women and sex roles, and the Women's Research and Resource Centre, which has a substantial specialized collection that is open for use to all OISE members. Several research projects within the department concern feminist studies, and work for assistantships can be done in connection with these projects.

EMERGING FOCUSES

In response to previously expressed student interest, the department is sustaining attempts to develop studies in Multiculturalism, Labor Studies, and Underdevelopment and Dependency.

For up-to-date information on progress in these areas, students should contact the Graduate Studies Academic Secretary.

GENERAL INFORMATION

The department is currently offering some sections of existing courses off-campus in such areas as Kitchener–Waterloo, Peterborough, Hamilton, Timmins, New Liskeard, and other locations. The purpose of this is to make some Institute courses available to people in localities far from Toronto during the Fall and Spring terms. The admission requirements for the M.Ed. degree are the same for the off-campus courses as for the regular campus program.

Information and application materials for both off-campus and on-campus courses to be offered in the 1981 Summer Session and the 1981/82 Regular Session for continuing students will be available from the Office of the Coordinator of Graduate Studies on *March 1*.

New applicants should apply by *February 1*, although later applications will be considered. This department welcomes applicants with diverse but relevant backgrounds which may or may not include professional preparation for education and professional experience. In the absence of previous concentration in the relevant disciplines, however, the applicant will be required to undertake additional study to establish undergraduate equivalence for admission.

Interested students may obtain descriptions of the current programs by writing to the Chairperson or to the Graduate Studies Academic Secretary, Department of Sociology in Education, OISE.

Applicants are required to submit a careful statement of their interests (beyond career plans), including a detailed reference to intellectual interests and concerns in the field of education and reasons for wanting to undertake a program in sociology in education. At least one sample of written work in the social sciences is required, and also two letters of reference, one of which should be from a university instructor. These are in addition to the general requirements for assessment of admissibility as outlined on pages 10 to 12. All incoming students without adequate preparation in sociology in education are strongly encouraged to commence their program by taking 1900F,H.

Faculty liaison for part-time students is Dr. Mary O'Brien.

For further information on the Ed.D. program in the Department of Sociology in Education, please contact Dr. Gordon West.

COURSES

A course is identified as Sociology in Education when the first two digits in the course number are 19 or 39. A course numbered 39 generally assumes a background in sociology in education.

1900 F,H INTRODUCTION TO SOCIOLOGY IN EDUCATION

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.
Staff, Summer Session and Regular Session (after hours)

1902 F DECISION-MAKING IN URBAN EDUCATION

Different key groups in Ontario have divergent attitudes toward education that are reflected in the educational policies promoted or resisted. The basic aim of the course is to identify key groups in the educational decision-making process, to discover more about the attitudes they hold, and to relate these to the specific mechanisms by which policies are developed and implemented.
M. Fullan and staff, Regular Session (after hours)

1903 S SOCIOLOGY OF MINORITY GROUPS, MULTICULTURALISM, AND POLICY-MAKING IN EDUCATION

This is a seminar course which emphasizes the development of analytical frameworks within which to review the relationship between education and cultural pluralism in contemporary Canadian society. Special attention will be paid to the concept of multiculturalism and related program development and policy-making issues. Topics to be covered include the education of anglophone and francophone minorities, native peoples, and immigrant groups with particular reference to language, curriculum, and teachers.
J. R. Mallea, Regular Session (after hours)

1904 F,S,H SCHOOL SYSTEMS AND SOCIAL STRATIFICATION

This course deals with two related issues: the influence of the stratification system on school system structures, goals, and operations; and the role of the school in stimulating and facilitating the achievement goals of its clientele. Special emphasis is placed on examining issues related to the concept of equality of opportunity, and on the development of alternative models for explaining the aspirations-attainment process.
Staff, Regular Session (after hours)

1907 F CHANGES IN FAMILIES AND POLICY CONSEQUENCES FOR GOVERNMENT AND EDUCATION

An examination of recent and antici-

pated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler, Regular Session (after hours)

1908 S SOCIETY AND SELF IN THE CLASSROOM

The course will draw upon the social psychological literature, particularly symbolic interactionism and phenomenology, to show how the understanding of the role of emergent self is critical to an understanding of classroom interaction. Empirical work will practically demonstrate how these theoretical positions when conjuncted with traditional and structural models produce a better understanding of classroom dynamics. The second half of the course will require empirical analysis by the student of a situation in an Ontario school with the aim of making concrete policy recommendations.
Staff, Regular Session (after hours)

1909 F PRACTICAL PROBLEMS IN EDUCATIONAL INNOVATION

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
M. Fullan, Regular Session (after hours; offered alternately with 3911F)

1910 S SOCIOLOGY AND THE WORKING TEACHER

This course will study the uses of sociological perspectives and techniques in the understanding of the work situation of teachers with regard to the social impact of selected social problems, such as declining enrolment, unemployment, teacher strikes, racial tension. The emphasis will be on the classroom situation, the school organization, and the social role of education.
Prerequisite: 1900F,H.
Staff, Regular Session (after hours)

1911 S SOCIOLOGICAL POLICY RESEARCH METHODS IN EDUCATION

An examination, from a sociological perspective, of the non-statistical ways of identifying and analysing key problems in educational programs and policies. The basic methods examined will include participant observation, interviewing, evaluation research, the study of social impacts, the use of social indicators in field research, and basic tools for policy and program analysis. Interdisciplinary approaches to policy research, and non-statistical methods of projecting future trends.
E. B. Harvey, Regular Session (after hours; not offered in 1981/82)

1912 S WORK ORGANIZATION AND SOCIAL PROCESS IN THE SCHOOL

This course examines the school as an organized work process in relation to the formal managerial structure of the school and in relation to the community. In addition to a theoretical and substantive overview of the area, a number of special topics will be brought into focus: among them, staff development and morale of teachers at the elementary and secondary school level; classroom interaction and student role and student–teacher relations; the implications of ethnic and social-class composition of the students and community for social processes in the school, and for school achievement by students, including dropout rates, job attainment, and educational achievement.
M. Fullan and staff, Regular Session (after hours)

1926 S ADOLESCENT DEVIANCE AND THE SCHOOL

Theories of social deviance and the development of adolescence as an age status will form the ground for a systematic examination of adolescent deviance in relation to the school system, especially educational failure. Practical issues of typification, classroom order, streaming, and special education will be addressed.
G. West, Regular Session (after hours)

1928 F THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form – news, data, records, etc. – through which we know the world at "second hand." The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.
D. Smith, Regular Session (daytime)

1929 S THE SCHOOL AND THE COMMUNITY

This course examines the changing nature of the relationship between the school and the local community. The implications of recent school innovations for the role of parents in the school are analysed, as well as the implications of parental involvement in the school for the social organization of the school.
M. Fullan and staff, Regular Session (after hours)

1930 F SOCIOLOGY OF READING ACTIVITIES

This course will consider theories and assumptions about reading, reading activities, and tests in an effort to develop a sociological approach which accounts for both practical reasoning and classroom interaction as mediums through which reading is taught, learned, and evaluated.
J. L. Heap, Regular Session (after hours)

1935 S FUTURE SOCIETIES AND EDUCATION

This course addresses four fundamental questions: What would a desirable future for our society look like? What are probable futures for our society? What are desirable possible futures for our society? How would the educational system have to be changed in order to facilitate desirable possible futures? Every student will be expected to pick one area of special interest and to apply all four questions to this particular topic.
M. Eichler, Regular Session (after hours)

1937 S SOCIOLOGY OF CHILDREN'S CULTURE

A study of the everyday activities of children, particularly within the school setting. The course focusses on the way children organize their activities and understand the world. Attention will be directed to the social interpretations of adults in their attempts to comprehend the actions of children and the way adults define children as a special group in society.
R. J. Silvers, Regular Session (after hours)

1940 F COMPARATIVE EDUCATION

A basic introduction to the field of comparative education. The course begins with a critical scrutiny of the Western concepts of "progress," "social development," and "schooling." The major theoretical orientations in comparative education are reviewed, especially functionalist-modernization and Marxist-underdevelopment perspectives. Various methods for conducting

cross-cultural research will be illustrated. Participants will conduct case studies to compare the adequacy of educational provisions in First, Second, and Third World countries.
D. W. Livingstone, Regular Session (after hours)

1941 F COMPARATIVE EDUCATION: THIRD WORLD EDUCATIONAL ALTERNATIVES

In response to Western dominance in the Third World, alternative societal visions and educational concepts and practices have developed. Based on this pattern of response we can speak of a "Third World educational alternative" embedded in the thought and practice of Gandhi, Mao, Nyerere, Freire, and Illich, spanning the Third World in Asia, Africa, and Latin America. This alternative stands in dialectical contrast to the Western model of education which has emerged as a part of the process of capitalist development.
M. L. Handa, Regular Session (after hours; not offered in 1981/82)

1948 F SOCIOLOGY OF RACE AND ETHNIC RELATIONS

This course will study selected sociological perspectives on race, racism, and ethnic relations, and will examine the usefulness of these approaches to the analysis of educational systems in multiracial societies such as Canada. Problems in theory-building in this area will be analysed, and attempts made to discover how similar but differentiated concepts such as race, ethnicity, and multiculturalism are utilized in sociological research in education and in the accumulation and interpretation of research data in this field.
M. L. Handa, Regular Session (after hours)

1950 F MARXISM AND EDUCATION I

Courses 1950F and 1951S will constitute an introduction to students focussing on Dialectical Materialism and Education. This course will introduce the perspective, method, and concepts of Marxist thought; the main concern will be with the writings of Marx himself, although his major forebears, elaborators, and critics will also be treated. Emphasis in all cases will be on the applicability of this mode of critical analysis to the study of educational theory and practice.
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours)

1951 S MARXISM AND EDUCATION II

An examination of the Marxist proposition that educational process is conditioned and educational reform limited by the political economy of a given society. Topics will include: class relations; modes of production; surplus value and accumulation; commodity fetishism; correspondence between stratification in the labor market and the school system; the educated unemployed; education and inequality. Throughout the course we shall keep in mind the status of capitalism as a national and world order, and its current state of crisis. (Students are strongly urged to take 1950F Marxism and Education I prior to this course.)
M. L. Handa, D. W. Livingstone, M. O'Brien, and *D. Smith,* Regular Session (after hours; not offered in 1981/82)

1952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics of particular interest to the student that are not included in available courses. This study may take the form of a reading course combined with field work in community groups and organizations, or independent study of any type. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

1953 S IDEOLOGY, PUBLIC OPINION, AND POLICY-MAKING IN EDUCATION

The course begins with a general analysis of ideologies and their relations to social practice, and a concrete examination of ideologies and ideological domination in contemporary Canada. Research methods of understanding social concerns – including interview surveys, oral histories, and conscientization – are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational policy issues of common student interest will be studied collectively in terms of the relations between public sentiment and policy-makers' decisions.
D. W. Livingstone, Regular Session (after hours; alternate years; not offered in 1981/82)

1960 F INTRODUCTORY SOCIOLOGICAL RESEARCH METHODS IN EDUCATION

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
Staff, Regular Session (after hours)

1962 F SOCIOLOGICAL SURVEY RESEARCH METHODS IN EDUCATION

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
Staff, Regular Session (daytime; alternate years; not offered in 1981/82)

1970 S SOCIOLOGICAL THEORY IN EDUCATION

A review of sociological theory with particular reference to contemporary sociological theory and its implications for studies in the sociology of education.
Staff, Regular Session (after hours)

1972 F EDUCATION AND THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This course deals with the social relations of contemporary women and men, in the family, in the work place, and in educational institutions. Questions of sex-role socialization, occupational inequities, comparative studies in child-rearing practices, and the impact of feminism on educational and sociological theory and practice will be among the topics of study, but the more specific content of the course will vary, as it will be taught at various times by different faculty involved in the departmental focus on Women's Studies. This course is an acceptable prerequisite to 3972S.
M. O'Brien, Regular Session (after hours)

1973 F WOMEN'S STUDIES AND THE EDUCATIONAL SYSTEM: STRATEGIES FOR CHANGE

An examination of the situation of women in contemporary society with special reference to the educational process. Special emphasis will be placed on developing strategies for initiating changes in educational systems and elsewhere, and on methods of research into relevant background contents. This course is an acceptable prerequisite to 3972S.
Staff, Regular Session (after hours)

1983 S STAFF RELATIONS AND STAFF DEVELOPMENT IN THE SCHOOL SYSTEM

Particular emphasis will be placed on problematic aspects of staff relations, including professionalization/unionization issues and the collective bargaining process. The negotiation process and conflict resolution will be a major focus of the course. Staff relations will be treated from a general sociological perspective. Comparisons will be made

with other occupational groups, and possible future changes in school staff roles and relations will be discussed.
Staff, Regular Session (after hours)

1984 F,S,H SPECIAL TOPICS IN SOCIOLOGICAL RESEARCH IN EDUCATION

A seminar that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topic will be announced each spring for the following academic year.
Staff, Regular Session

1990 F APPLIED SOCIOLOGY IN EDUCATION

The general objective of this course is to train students to generate and utilize sociological knowledge through participant observation in the practical work of an educational or other field setting. Via student field projects, the utility of applied participant observation will be examined in the light of pragmatism, policy research, and neo-Marxism.
G. West, Regular Session (after hours)

1995 F,S PRACTICUM IN SOCIOLOGY IN EDUCATION: I

Field experience in applying sociological knowledge and methods to educational issues. Project design and implementation and research/development internships will be planned in consultation with faculty and field personnel. The course may be designed in relation to the potential problems of one's work in the educational system. Required for all Ed.D. students.
G. West and staff, Regular Session (after hours)

3902 F EDUCATIONAL SYSTEMS AND SOCIAL CHANGE

The changing relationship between education and other major institutions of Canadian society is examined for the period 1945–75. Specifically, attention is focussed on changing relationships between education and employment, education and equality of opportunity in society, education and social mobility, and education and changes in social attitudes and values. Some fundamental problems facing the future of education are also examined, including declining enrolments, surplus teaching staff, reduced government funding, and changing public attitudes toward the value of education.
E. B. Harvey, Regular Session (after hours)

3911 F PLANNED EDUCATIONAL CHANGE: INTERVENTION THEORIES AND METHODOLOGIES

This course will examine the problems and factors related to the implementation of educational and social programs. Implementation will also be studied in terms of its relationship to planning, including strategies and techniques for bringing about educational change. Each member of the class will be expected to become involved in some particular practical problem of educational change of his or her choosing as an experience to increase awareness and apply skills in dealing with real change situations.
M. Fullan, Regular Session (after hours; not offered in 1981/82; offered alternately with 1909F)

3928 S STUDIES IN THE SOCIAL ORGANIZATION OF KNOWLEDGE

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, and in, discourse. Particular attention will be paid to conversation analysis.
J. L. Heap, Regular Session (after hours)

3930 S INNOVATIONS IN EDUCATION: A COMPARATIVE ANALYSIS

A comparative survey of factors affecting the fate of attempts at educational

innovation. Data from both "developed" and "developing" societies will be examined with the object of *(a)* developing general propositions regarding factors that affect attempts at innovation and specifying the range of applicability of such propositions, and *(b)* increasing an understanding of the innovation process in the Canadian context.
J. P. Farrell, Regular Session (after hours)

3940 F COMPARATIVE SOCIETIES: ECONOMIC CHANGE, THE STATE, AND SCHOOLING

A comparative study of modes of production, modes of government, and modes of education and of their interrelations. First, pre-capitalist, capitalist, and socialist modes will be distinguished and characteristic relations between economic, political, and educational activities theoretically postulated. Then case-study materials will be examined to test these postulates in various social formations. Particular emphasis will be placed on relations between economic conditions, types of states and regimes, and forms of schooling in current core capitalist, peripheral capitalist, and transitional socialist societies.

Prerequisite: 1950F or permission of the instructor.
D. W. Livingstone, Regular Session (after hours; offered in 1981/82 and alternate years)

3945 F EXISTENTIALIST ISSUES AND PHENOMENOLOGICAL INQUIRY IN SOCIOLOGY AND EDUCATION

Existentialist issues are addressed through an analytic phenomenology which seeks to recover the meanings of a group of people in their everyday lives in order to uncover and interpret the cultural conventions which serve to identify, assess, and socially locate that group. Cultural meanings of the group are examined with reference to knowing and knowledge, and in both formal and non-formal educational settings.

The course explores the roots of existential phenomenology in sociology through an examination of theoretical works in existentialism and phenomenology, and through a review of previous research which contains the practice of retrospective accountability within its design of inquiry as well as an analytic attention to the social dimensions of the researchers' subjective understandings and concerns within their interpretations of social phenomena.
R. J. Silvers, Regular Session (daytime)

3946 S RESEARCH SEMINAR IN EXISTENTIALIST PHENOMENOLOGICAL SOCIOLOGY AND EDUCATION

Investigative and analytic research problems are explored within an existentialist phenomenological approach in sociology and education. The formulation and practices of this perspective are addressed through an examination of the seminar members' ongoing research and current theses.

Prerequisite: 3945F or equivalent.
R. J. Silvers, Regular Session (daytime)

3952 F,S,H INDIVIDUAL READING AND RESEARCH IN SOCIOLOGY IN EDUCATION: DOCTORAL LEVEL

Description as for 1952F,S,H, but at the doctoral level.

3953 S CANADIAN POLITICAL ECONOMY AND EDUCATION

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S., and Quebec nationalism may also be considered. Students will be expected to conduct a

case study dealing with the limits of educational reform in Canada.
D. W. Livingstone, Regular Session (after hours)

3954 F EDUCATIONAL AND ECONOMIC DEVELOPMENT IN THIRD WORLD COUNTRIES FROM A MARXIST PERSPECTIVE

The course will have a theoretical part and an applied part. In the theoretical part the focus will be on Marxist theories of underdevelopment and development and on how these theories differ from liberal theories, with special reference to the role of education. In the applied part, the students will be expected to analyse the educational system in a Third World country.
M. L. Handa, Regular Session (daytime; offered in 1981/82 and alternate years)

3970 F,S,H ADVANCED SOCIOLOGICAL THEORY IN EDUCATION

This course will be a workshop on theory-building adapted to individual participants' needs and interests. It will seek to "look back" at the evolution of each student's own theoretical conceptions and to draw some general lessons; to interrelate critically the students' current theoretical thinking; and to look ahead to further development, especially as it might relate to thesis work. The formulation of thesis topics and problems will be discussed. Such resources as the theory construction literature and elements of the major substantive paradigms will also be considered.
Staff, Regular Session (not offered in 1981/82)

3972 S ADVANCED RESEARCH SEMINAR ON EDUCATION IN THE SOCIOLOGY OF WOMEN AND GENDER RELATIONS

This seminar will focus on current theoretical advances in the study of women and society, exploring feminist theory and methodology as they relate to education with emphasis on elaborating general criteria for a non-sexist methodology. A different area will be selected each year for intensive treatment.

Prerequisite: 1972F, 1973F, or permission of the instructor.
M. Eichler, Regular Session (after hours)

3974 Y EDUCATION AND GENDER ROLE IN TRADITIONAL SOCIAL THOUGHT

The course will consist of an examination of the work of selected social thinkers such as Plato, Aristotle, Machiavelli, Rousseau, Hegel, and Marx. Attempts will be made to develop a theoretical base from which a systematic analysis of theories of the socialization of children in the private realm and the education of citizens in the public realm can be conducted, with special attention to gender-role differentiation.
M. O'Brien, Regular Session (after hours)

3980 H RESEARCH SEMINAR: PRACTICAL PROBLEMS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION

For students and faculty actively engaged in research to explore theoretical and methodological issues involved in formulating, conducting, and utilizing the findings of dissertation and similar research. Case materials will be presented by faculty and students for critical assessment from different research orientations, and attention will be given to the practical problems encountered in the course of doctoral-level research and dissemination of results. The course will be offered in sections articulated to expressed student interest.

Prerequisite: One completed year of doctoral study.
Staff, Regular Session (daytime; may not be offered in 1981/82)

3984 F,S,H SPECIAL TOPICS IN ADVANCED SOCIOLOGICAL RESEARCH IN EDUCATION
Description as for 1984F,S,H, but at the doctoral level.
Staff, Regular Session

3996 F,S PRACTICUM IN SOCIOLOGY IN EDUCATION: II
See description for 1995F,S. Required for all Ed.D. students.
G. West and staff, Regular Session (after hours)

Special Education

PETER LINDSAY, *Ph.D. (Toronto)*
Associate Professor, and Chairperson of the Department
(information-processing models of memory and language acquisition; computer applications to the education of exceptional children)

Graduate Studies Academic Secretary, to whom inquiries for this department should be directed:
CAROL M. REICH, *Ph.D. (Michigan)*
Associate Professor
(hearing impairment; program evaluation; language disorders; women's studies)

IAIN DAVIDSON, *M.A. (Aberdeen)*
Lecturer
(visually handicapped children; societal and educational provision for preschool children; attitudes to and notions of exceptionality and handicap; conceptual assumptions, models of functioning, and assessment procedures used in making judgments about children)

MALCOLM GARBER, *Ph.D. (Southern California)*
Associate Professor
(prediction of achievement as a result of environmental process characteristics; development of intervention programs for culturally divergent populations; examination of antecedent conditions of intelligence)

ANNE KEETON, *Ph.D. (Toronto)*
Associate Professor
(cognitive developmental characteristics and intelligence in an information-processing context; sociocultural factors in language, reading, and concept acquisition)

JOHN R. KERSHNER, *Ph.D. (Toronto)*
Associate Professor
(neuropsychology of learning disabilities and brain–behavior relationships; nutrition and the influence of environmental factors in hyperactivity and behavioral impairment; children's spatial representation; research design and evaluation)

ROBERT B. MACINTYRE, *Ph.D. (George Peabody)*
Associate Professor, cross-appointed to Adult Education
(instructional systems design; theories of consciousness and learning; journal writing and reflection; adult sexuality)

DOROTHY SHIPE, *Ph.D. (George Peabody)*
Associate Professor
(mental retardation; early childhood education; assessment techniques and prescriptive teaching; personality and motivational factors as they apply to special education)

HARRY SILVERMAN, *Ph.D. (London)*
Associate Professor
(learning disabilities; liaison between and coordination of school psychological services and special education; alternatives in special education)

ASSOCIATED INSTRUCTOR:

THOMAS W. HUMPHRIES, *Ph.D. (Northwestern)*
Psychoeducational Specialist, Learning Clinic, Hospital for Sick Children, Toronto

Admission inquiries should be addressed to Dr. D. Shipe.

CONFIDENTIALITY OF STUDENT FILES

Students of the Department of Special

Education have access to their own personal files in the department. All letters of reference about a student applying for admission to the department may be seen by that student unless the external agency requests otherwise.

PROGRAMS OF SPECIALIZATION

The Department of Special Education offers programs leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. The Ph.D. program requires two years of full-time study; the Ed.D. program requires one year of full-time study plus several years of part-time study; the M.A. and M.Ed. programs may be taken on a part- or full-time basis.

Students who have an Ontario Teacher's Certificate will find many courses in the Department of Special Education which have been granted equivalence for Part I and/or Part II of the program leading to the Ontario Ministry of Education Specialist Certificate in Special Education. All of the programs in Special Education have the dual objectives of broadening the student's general background in special education and developing specialized knowledge in at least one area of concentrated study.

Note on Admissions Procedures: The department requires that applications for admission include a *detailed* statement from candidates regarding their background, career goals, and expectations from the program. Also required are two professional and two academic letters of reference. Neither the Graduate Record Examination nor the Miller Analogies Test is compulsory, but candidates for any program should feel free to provide scores if they think it will aid the committee in reviewing their candidacy. A candidate's file must be complete before it can be reviewed. Additional guidelines regarding applications as well as the department's specific criteria for admission are available from the department.

ORGANIZATION OF MASTER'S DEGREE PROGRAMS

Certain areas of knowledge and expertise have been identified as fundamental for any student enrolled in the Department of Special Education, regardless of the degree sought and the career intended. It will be necessary, therefore, for all students to satisfy the department's expectation of proficiency in these areas by undertaking a core curriculum of four half-courses. Students who demonstrate expertise in any of these areas prior to entering the department may replace certain core courses with elective courses. Exemptions are decided upon jointly by the course instructor and the student's faculty advisor. The core curriculum consists of:

1280 F,S,H Exceptional Children and Youth
1288 F,S,H Seminar and Practicum in Special Education
1292 F,S,H Psychoeducational Assessment and Programming for Exceptional Children
1293 F,S,H Interpretation of Research in Special Education

Additional courses are to be selected in consultation with the faculty advisor. They may be chosen from other departments of OISE, or from graduate-level courses at the University of Toronto. Students are also encouraged to participate in colloquia and informal research meetings organized by the department.

MASTER OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Education program is designed primarily for people with teaching qualifications and experience who are working in the educational system. However, under exceptional circumstances, students without a teaching background may also enrol in this program.

All M.Ed. students with teaching qualifications will be required to complete eight half-courses, four of which constitute the compulsory core curriculum. Students enrolling in the M.Ed. program are expected to have taken at least three undergraduate courses, or the equivalent, in areas relevant to the helping professions. If this is not the case, the following courses will be required in addition to the regular degree program:

1200 F,S,H Introduction to Educational Psychology
1201 F,S,H Child and Adolescent Psychology

MASTER OF ARTS WITH SPECIALIZATION IN SPECIAL EDUCATION

The Master of Arts program, which may be undertaken on a full- or part-time basis, is designed for students who wish to pursue either a research career or a professional career in clinical work with exceptional persons in a wide variety of settings. The usual entrance requirement is a four-year undergraduate B.A. degree in a relevant social or behavioral science.

The M.A. program, which includes the four half-courses of the core curriculum, consists of six half-courses and a thesis. The master's thesis is a formal research project that is carried out under the supervision of two faculty members, one of whom must be from the department. The student is responsible for selecting a thesis topic and for formalizing a working thesis committee of two faculty members. Thesis topics are often developed through course and seminar discussions, through informal discussions with faculty, or through student involvement in ongoing faculty research. The completed M.A. thesis must be presented at a departmental seminar.

Note: Graduates with three-year B.A. degrees in the behavioral sciences, or the equivalent, must take a fourth year of relevant study before applying for admission to the one-year M.A. program.

DOCTOR OF EDUCATION WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ed.D. program in Special Education is intended primarily for educators who have demonstrated their practical capabilities in special education, and who intend to continue their professional careers as field-oriented leaders in special education.

The degree program will consist of a minimum of eight half-courses and a doctoral thesis. The typical schedule will be a first year of part-time study involving two half-courses, followed immediately by a Summer Session of two half-courses, and a second year of full-time study involving four half-courses and at least initial work on a thesis. It is, however, understood that some candidates will find this sequence of part-time and full-time study impossible because of other commitments. In these cases, alternative arrangements can be made following discussion between candidate and faculty advisor.

Students applying to the Ed.D. program are required to submit their master's thesis, or to complete a Qualifying Research Paper, prior to their final acceptance into the doctoral program.

Students with the M.Ed. degree who wish to proceed to doctoral studies in Special Education are typically expected to apply for admission to the Ed.D. program. Although all degree programs require that the student demonstrate a high level of scholarship and the ability to integrate theory and practice, the focus of the M.Ed. and Ed.D. programs is on practical, field-based issues. Before being admitted into the Ed.D. program, the candidate with an M.Ed. degree must submit a Qualifying Research Paper (QRP) that demonstrates the ability to:

(a) identify and define a problem,

(b) develop a strategy for investigating and resolving or clarifying the problem,

(c) organize and present the issues and results effectively in writing. The QRP may be a professional paper that the applicant has done previously; if so, it should be submitted at the time of application. Alternatively, the QRP may be undertaken in the period between provisional acceptance and beginning the program. The QRP must be presented at a departmental seminar.

Ed.D. students who do not have a background in elementary statistics are advised to take 1601F,H Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the doctoral program.

Ed.D. students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the program.

As part of the doctoral program, students will be required to take the following courses:

3666 F,S,H Intermediate Statistics and Research Design
3280 F,S,H Seminar Reviewing Research Activities in Special Education
3290 F,S,H Central Issues in Special Education

General information on the Ed.D. program may be found on pages 38 to 40 of this Bulletin.

DOCTOR OF PHILOSOPHY WITH SPECIALIZATION IN SPECIAL EDUCATION

The Ph.D. program in Educational Theory with specialization in Special Education is designed for those who wish to pursue a career in university teaching and research, or other positions that require leadership skills in research and evaluation. The program for such students would emphasize the knowledge in the several disciplines relevant to special education, theory building, relating theory to practice, and research skills. Such a course of studies might combine special education courses with courses in psychology, psychiatry, sociology, etc. Ph.D. students may or may not have a background in elementary or secondary school teaching.

Students applying for the Ph.D. program who have not completed a master's thesis must complete a Qualifying Research Paper (QRP) as a condition of their acceptance into the program. The QRP must demonstrate the student's ability to conduct original research, and must conform to the formal style and standards of a master's thesis.

General requirements for the Ph.D. program and the doctoral thesis are described on pages 40 to 41.

Ph.D. students who do not have a background in elementary statistics are advised to take 1601F,H Descriptive Statistics (Non-Credit) and 1666F,S,H Elements of Statistics as additional courses in the program.

Students who do not have sufficient research background will be required to take 1293F,S,H as an additional course in the doctoral program. Courses 3666F,S,H and 3280F,S,H are required as part of the doctoral program.

Other coursework will involve a broad study in special education devised in consultation between student and faculty advisor. Such a program will typically involve two or three half-courses in another department within the Department of Educational Theory, and one appropriate full course in another department of the School of Graduate Studies.

COURSES

A course is identified with this department when the first three digits in the course number are 128, 129, 328, or 329. A major proportion of the courses listed below will be offered in the evening from 5:00 to 7:30 p.m.

1280 F,S,H EXCEPTIONAL CHILDREN AND YOUTH

An overview of the various types of exceptionalities in children and youth; consideration of the etiology, prevalence, psychological and behavioral patterns, and current program approaches to the broad range of exceptional children and youth in the school system.
Staff, Summer Session and Regular Session

1281 F,S,H THE EDUCATION OF THE MENTALLY RETARDED AND THE SLOW LEARNER

The identification and etiology, and the intellectual, social, and emotional development of the mentally retarded; educational programs, social and occupational adjustment, and parent counselling.
D. Shipe and *A. Keeton,* Regular Session (offered as required)

1282 F,S,H THE PHYSICALLY HANDICAPPED: THE DEAF

The psychology of deafness and impaired hearing in children and adolescents; psychological and medical bases of adjustments in curriculum and instructional methods; language and communication; educational programs in school, hospital, and the home; counselling of parents and pupils.
C. Reich and *A. Keeton,* Regular Session (offered as required)

1283 F,S,H PSYCHOLOGY AND EDUCATION OF THE GIFTED

The identification, and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
Staff, Regular Session

1284 F,S,H BEHAVIOR DISORDERS IN RELATION TO EDUCATION

Behavior disorders in children and young people – e.g., neurotic behavior, organic conditions, and psychotic conditions; the diagnostic process; constitutional and social factors involved; current treatment procedures. Lectures, case presentations, demonstrations, and readings.
M. Garber and associated instructors, Summer Session and Regular Session

1285 F,S,H CHILDREN WITH LEARNING DISABILITIES

Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
Staff, Summer Session and Regular Session

1286 F,S,H APPROACHES TO THE TEACHING OF LEARNING DISABLED STUDENTS IN SECONDARY SCHOOLS

A critical evaluation of the approaches which are typically employed in the education of disabled students in secondary schools. Discussion of current research findings pertaining to these programs and a consideration of teaching alternatives.
Staff, Regular Session

1287 F,S,H APPROACHES TO THE COUNSELLING AND GUIDANCE OF EXCEPTIONAL CHILDREN AND THEIR PARENTS

This course will consider the literature on the problems experienced by exceptional children and their parents arising from the exceptionality itself, including problems surrounding the diagnostic process, home care and management of the child, the child's developing awareness of his or her differentness, and planning for the future. Various approaches to counselling will be studied as well as methods of service delivery.

Prerequisite: 1280F,S,H, or permission of the instructor.

Staff, Summer Session and Regular Session

1288 F,S,H SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

This course attempts to broaden the experiential basis of students' understanding of special education. Students are given both intensive and extensive placements, by arrangement with local school boards. The seminars focus on problems associated with the practice of special education and related fields, and attempt to relate theoretical positions to practical situations, with particular reference to those encountered in the practicum placements.

I. Davidson and *R. MacIntyre,* Summer Session and Regular Session

1290 F,S,H PSYCHOLOGY AND EDUCATION OF AUTISTIC CHILDREN

This course offers a review of theories of the nature of autism, its causes, its treatment, and the assumptions underlying these theories. The relationship to other types of exceptionality is emphasized, and programs for autistic children are reviewed and evaluated, especially those within educational settings.

I. Davidson, Regular Session

1292 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course aims to bring students to an understanding of various notions of assessment and its relation to programming, and above all the interrelated function of assessment and programming in the work of teachers in special education and workers dealing with exceptional children in general. Emphasis is placed on critically analysing assessment procedures including tests and typical reports, writing psychoeducational reports, and developing a clear theoretical framework on which to base criteria for sound procedures and the procedures themselves. The course does not attempt to teach students how to conduct psychoeducational appraisals; some experience in conducting appraisals will be considered essential.

A. Keeton and staff, Summer Session and Regular Session

1293 F,S,H INTERPRETATION OF RESEARCH IN SPECIAL EDUCATION

An introductory course in the critical evaluation of reports in special education, and in elementary research emphasizing theoretical assumptions and program evaluation.

J. Kershner and *P. Lindsay,* Summer Session and Regular Session

1294 F,S,H CURRICULUM APPLICATIONS AND INSTRUCTIONAL STRATEGIES IN SPECIAL EDUCATION

Development of the skills necessary for individualized instruction of exceptional children: definition of objectives, appraisal of entry skills, material/method selection, reinforcements, feedback, and evaluation. Survey of available materials and instructional systems. Review of curriculum approaches used in special education. Emphasis on development of usable learning sequences in practical situations.

R. MacIntyre, Regular Session

1295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: MASTER'S LEVEL

Specialized study, under the direction of a staff member, focussing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

1296 F,S,H THE DIAGNOSIS OF READING DIFFICULTIES AND THE DESIGN OF REMEDIAL READING ACTIVITIES

The purpose of the course is to meet the regular classroom teacher's needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations.
Staff, Regular Session

1297 F,S,H PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN: INTERMEDIATE LEVEL

The focus of this course will be upon skill development in the area of psychoeducational assessment. Course content will include the administration of standardized tests, rating scales, and interviewing. A heavy practicum component will be included.

Prerequisite: 1292F,S,H.
D. Shipe, Regular Session

1298 F,S,H PROBLEMS IN THE EDUCATION OF VISUALLY HANDICAPPED CHILDREN

This course will focus on two areas: *(a)* providing students with an overview of issues central to the education of visually handicapped children, along with practical experience ranging from visits to schools, classes, and agencies to individual work with visually handicapped children; *(b)* developing individual research projects to be pursued by students in the general area of the course.

Prerequisite: Permission of the instructor.
I. Davidson, Regular Session (offered as required)

1299 F,S,H THE EDUCATIONAL IMPLICATIONS OF SPEECH AND LANGUAGE DISORDERS

This course will cover atypical patterns of language acquisition in retarded, deaf, autistic, and other types of children with severe language delay. The focus will be on spoken as opposed to written language, with alternatives to spoken language also included, e.g., sign, blissymbolics. Various approaches to the teaching of language will be examined for their appropriateness to different types of disorders. Some knowledge of the normal processes and stages of language acquisition is a prerequisite for enrolment.
C. Reich, Regular Session

3280 F,S,H SEMINAR REVIEWING RESEARCH ACTIVITIES IN SPECIAL EDUCATION

Study and interpretation of research relevant to the student's doctoral thesis.

Prerequisite: Permission of the instructor.
J. Kershner, Regular Session

3282 F,S,H DEVELOPMENTAL PATTERNS IN EXCEPTIONAL CHILDREN

Current information-processing models of cognitive behavior and of child development, particularly that of Piaget, will provide the context for the course. The cognitive, linguistic, and general intellectual development of exceptional children will be examined and compared with more traditional approaches. Major themes will include special children's orientation to learning tasks as different rather than deficient when compared to that of their peers, to the types of learning strategies and skills which they develop, and to the educator's role in identifying and using such skills to further learning. Participants will be introduced to some approaches for conducting research in developmental questions, and will be required to generate an experimental design.

Prerequisite: Permission of the instructor.
A. Keeton, Regular Session

3290 F,S,H CENTRAL ISSUES IN SPECIAL EDUCATION

This course is designed primarily for Ed.D. candidates, but it will be open to Ph.D. students who are suitably qualified. The emphasis is on examining problems of child development, curriculum development, classroom analysis, methodology and teaching procedures, evaluation of children, theoretical issues concerning exceptional children, and general problems in the education of exceptional children.

Prerequisite: Permission of the instructor.
I. Davidson and staff, Regular Session

3291 F,S,H DOCTORAL SEMINAR AND PRACTICUM IN SPECIAL EDUCATION

The goal of this course is to provide a field experience in special education for students in the doctoral program. This experience may occur in the areas of teaching, research, or educational practice, and will be tailored to each student's substantive area of specialization. This is an optional course to be taken in addition to the total number of required courses in the program. Students should consult with their faculty advisor about possible placements and the procedures to be followed.
Staff, Regular Session

3292 F,S,H ADVANCED PSYCHOEDUCATIONAL ASSESSMENT AND PROGRAMMING FOR EXCEPTIONAL CHILDREN

This course will attempt to cater to the various needs of students who wish, for different reasons and from different experience, to develop understanding of, and/or expertise in, this area at an advanced level. All students will be expected to become highly proficient in psychoeducational appraisal. The course includes a variety of procedures such as testing, and emphasizes both appropriate programming for individual children, classes, and systems and advising of teachers in special education.

Prerequisite: Permission of the instructors.
R. MacIntyre and *D. Shipe,* Regular Session

3295 F,S,H INDIVIDUAL READING AND RESEARCH IN SPECIAL EDUCATION: DOCTORAL LEVEL

Description as for 1295F,S,H, but at the doctoral level.

3296 F PROSEMINAR IN SPECIAL EDUCATION: PART I

3297 S PROSEMINAR IN SPECIAL EDUCATION: PART II

These two courses provide in-depth study of special topics in special education, giving advanced students an opportunity to examine current theoretical issues related to the characteristics of education of exceptional children.

Topics covered will include the following: the personal and social development of atypical learners, behavioral management, theories of learning disability, programming for gifted students, instructional systems in special education.

Prerequisite: Permission of the instructor.
C. M. Reich, Regular Session

Academic Staff

(As of January 1, 1981)

ABBEY, DAVID S. *Adult Education*
ALEXANDER, WILLIAM E. *Adult Education*
ALLEN, J. PATRICK B. *Curriculum*
ALLEN, KENNETH† *Applied Psychology*
ALVI, SABIR A. *Measurement, Evaluation, and Computer Applications*
ANDERSON, ROBERT *Curriculum*
BARNARD, WILLIAM L. *Adult Education*
BECK, CLIVE M. *History and Philosophy of Education*
BECKERLE, GERRY† *Applied Psychology*
BEREITER, CARL *Applied Psychology*
BERK, LEONARD *Curriculum*
BERRY, RICHARD E.† *Applied Psychology*
BHARGAVA, RAGHU P. *Measurement, Evaluation, and Computer Applications*
BOCK, CARSON† *Applied Psychology*
BOYD, DWIGHT R. *History and Philosophy of Education*
BREHAUT, WILLARD *History and Philosophy of Education*
BRIEDIS, IRENE† *Applied Psychology*
BRISON, DAVID W. *Applied Psychology*
BROWN, ALAN F. *Educational Administration*
BRUNDAGE, DONALD H. *Adult Education*
BURNS, GEORGE E. *Sociology in Education*
BURRILL, DONALD F. *Measurement, Evaluation, and Computer Applications*
BYRNE, P. NIALL *Higher Education*
CANALE, MICHAEL *Curriculum*
CAPLAN, PAULA J. *Applied Psychology*
CARLOW, CHESTER D. *Curriculum*
CASE, ROBBIE *Applied Psychology*
CASSIE, J. R. BRUCE *Applied Psychology*
CHRISTENSEN, CLIFFORD M. *Applied Psychology*
CHURCHILL, STACY *Measurement, Evaluation, and Computer Applications*
CLIPSHAM, JOHN *Curriculum*
CONNELLY, F. MICHAEL *Curriculum*
COURTNEY, RICHARD *Curriculum*
CRESSY, GORDON* *Sociology in Education*
DARROCH, VIVIAN *Applied Psychology*
DAVIDSON, IAIN *Special Education*
DAVIE, LYNN E. *Adult Education*
DAVINE, MELVYN† *Applied Psychology*
DAVIS, JOHN E. *Educational Administration*
DAY, DAVID† *Applied Psychology*
DE PENCIER, MARNI* *Higher Education*
DICKSON, ELEANOR† *Applied Psychology*
DIMOND, JOHN G.* *Higher Education*
DRAPER, JAMES A. *Adult Education*
EICHLER, MARGRIT *Sociology in Education*
EISENBERG, JOHN A. *History and Philosophy of Education*
ELLIS, M. DORMER *Adult Education*
ELLIOTT, KENNETH† *Applied Psychology*
EULL, WILLIAM H.* *Applied Psychology*
EVEN, ALEXANDER *Measurement, Evaluation, and Computer Applications*
FALES, ANN W. *Adult Education*
FARRELL, JOSEPH P. *Educational Planning*
FENIGSTEIN, HENRY† *Applied Psychology*
FILLION, BRYANT *Curriculum*
FISCHER, MARTIN A. *Curriculum*
FRIEDMAN, RONALD J. *Applied Psychology*
FULLAN, MICHAEL *Sociology in Education*
GAMLIN, PETER *Applied Psychology*
GARBER, MALCOLM *Special Education*
GARRY, RALPH *Curriculum*
GREENBERG, HOWARD† *Applied Psychology*

GREENFIELD, THOMAS B. *Educational Administration*
GRIFFIN, VIRGINIA R. *Adult Education*
GUTTMAN, MARY A. JULIUS *Applied Psychology*
HANDA, MADAN L. *Educational Planning*
HANSEN, BERTRAND L. *Higher Education*
HARRIS, ROBIN S. *Higher Education*
HARVEY, EDWARD B. *Sociology in Education*
HEAP, JAMES L. *Sociology in Education*
HEDGES, HENRY G. *Curriculum*
HEINZL, RUDOLPH† *Applied Psychology*
HENDERSON, S. B. KENT *Applied Psychology*
HERMAN, REG* *Adult Education*
HICKCOX, EDWARD S. *Educational Administration*
HIDI, SUZANNE* *Applied Psychology*
HOLLAND, JOHN W. *Educational Planning*
HOLMES, MARK *Educational Administration*
HOUSE, JOHN H. *Educational Administration*
HUMPHREYS, EDWARD H. *Educational Planning*
HUMPHRIES, THOMAS W.* *Special Education*
HUNT, DAVID *Applied Psychology*
IRELAND, DAVID S. *Applied Psychology*
IRONSIDE, DIANA J.* *Adult Education*
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